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ABSTRACT

This training manual is for use in preparing staff members to use the Focus Model, which is a "school within a school" for disaffected high school students. The material is designed to be used as a resource aid following participation in an in-service workshop. Information is presented to help implement a contracting system to establish and fulfill meaningful social and academic goals. Specific subject areas are also dealt with, including math, English, history, language arts and creative arts. A section on work programs provides background and resource material for helping students get useful job experience, including decision-making and self-management skills. (Author/BP)

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FOCUS CURRICULUM MANUAL

This manual was prepared for the in-service training of other personnel in the Focus Model. The material is designed to be used as a resource aid following participation in an in-service workshop. Individual materials from this manual may be purchased through the Focus Dissemination Project office.

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SECTION I

GENERAL

A. CLASSROOM MANAGEMENT

INTRODUCTION TO FOCUS CURRICULUM

One of the problems we found existed in the traditional classroom was the use of curriculum directed without consideration for different learning styles or individual interest. FOCUS does an individual needs assessment (diagnosis) to plan individual learning programs and continuous evaluation of individual progress.

The traditional classroom often does not provide relevant education for "disaffected" youth. The emphasis is placed on academic excellance rather than the development of the total child. The broad range of skills and abilities recognized and rewarded in the larger community are not duplicated in the school setting. In FOCUS a contracting system is utilized to establish and fulfill meaningful goals and objectives of academic performance and social behavior. The emphasis is on skill learned rather than grade received. More direct emphasis is placed on survival and career.

In a FOCUS classroom the subject content is presented at grade level and students' maturity and interest level, at the students' reading level. A wide variety of teaching strategies are used by FOCUS teachers with emphasis on development of basic skills. Opportunities for field trips, career exploration and work experience are an important part of the FOCUS curriculum.

INDIVIDUALIZATION
and
CONTRACTING

INDIVIDUALIZATION

Individualization is an essential component of the Focus model. It is not simply a curricular tool, it is a philosophy of how to treat human beings. It extends beyond the typical individualized curriculum to include methods of dealing with all aspects of students' needs. School failure is a primary cause of behavior problems, feelings of worthlessness, and low self-concept. In Focus, youngsters are treated in a manner that reinforces their feelings of success and self-worth. Becuase we deal with the individual's total life as well as school work, indiviual consideration extends to time structuring, discipline, rewards, attention giving, confrontation, and problem resolution.

A student's learning experiences in Focus primarily depend upon what he or she appears to need. Since each student is different and has different needs our treatment of him/her varies considerably. In the class work, a considerable amount of indiviual contracting is done. Abilities, interests, and relevance determine the course content. Each student begins at his or her particular level in skill development, and expectations are extended from there. The basic expectation is growth. The rate and level are determined by the special considerations of each case. Some students have learning problems, some have short attention spans, some have a poor sense of timing and responsibility. The growth to be expected is negotiable between the teacher and the student. Grading is primarily done in terms of effort and growth in meeting individual expectations. A lot of feedback is given about what a grade means a student has accomplished.

3. When a person is experiencing growth and success, feedback and attention are given to reinforce the growth. When the student is having problems, contingency contracting is sometimes effective. The individuals are asked to take a look at where they are and where they would like to be, or think they should be. The a plan is drawn up with regular checkpoints and sometimes modifications, always keeping in mind the capabilities and needs of the individual. Students respond to this structuring in a positive way if the goals are consistent with their needs.

The basic tool of individualized instruction is the behavioral objective. It provides the groundwork for implementing and measuring educational goals. It is written as a learning outcome that is observable and measurable, relating to the concept being taught. Since learning involves change, behavioral objectives specify the new behavior the student will exhibit as a result of instruction. This change must be measurable if teacher and student are to know exactly what learning took place, so rather than using these verbs:

to understand
to recognize
to appreciate
to grasp the meaning of

behavioral objectives are written using verbs such as:

to classify
to build
to design
to write
to demonstrate
to list

Notice that the difference is the measurability of the second list. Thus, rather than teaching Johnny to understand how to write his name, we teach him to write his name.

Regardless of the approach to individualization utilized, the desired goal or result is the same - a tailoring of each student's program to his/her needs and his/her learning style. Individualization enables the student to proceed at his/her own maximum rate and to achieve mastery of the material he/she has covered.

ENVIRONMENT

Every school and classroom has its own climate or atmosphere. The classroom climate consists of the ways the people in the room interact with each other. The physical and the affective environment of a classroom influences the way people interact and how they learn.

The physical environment of a Focus classroom should be organized so that students can work independently of the teacher. Materials should be placed where they are easily accessible for use without waiting for guidance from the teacher. Desks and tables should be arranged so students can work independently or in small groups without interferring with each other. The teacher should move about the room interacting with students rather than isolating him/herself behind a desk.

There are five freedoms which create an atmosphere that is conducive to learning and positive interaction. Students need to be FREE FROM FEAR. Students become fearful and insecure when they do not know how to function independently in a classroom. Classroom rules and policies should be clear to students. They need to know what the limits are in each classroom to feel secure. Knowledge of where to locate and how to use materials also creates security. Students need FREEDOM OF MOVEMENT. Freedom of movement allows students to be able to seek help or advice from peers or the teacher when they feel they need it, to get materials, sharpen pencils, to expend excess energy, or to seek a quieter place to work. Students need freedom of location and position for work because their needs change depending on the assignment, internal moods, or external events. Students need FREEDOM OF CONVERSATION while working. Freedom of conversation allows students to help each other learn. It also creates a pleasant atmosphere for

5. learning. Students need FREEDOM OF CHOICE frequently. Freedom of choice increases student participation in classroom activities and increases the value of the assignment. It respects individual differences, interests and abilities as well as providing an opportunity for students to learn from each other as they show their projects. These five freedoms respect the dignity and worth of the individual. They reflect the positive and trusting attitude a teacher should have toward students and promote learning by helping and sharing. When students violate these rights, the teacher can take advantage of the opportunity to teach appropriate behavior. The five freedoms help students to develop into autonamous, self directed learners.

AFFECTIVE DOMAIN

PREMISE 1: All students can learn - and more than they are now.

PREMISE 1: Teacher will give responsibility and trust.

In building the affective environment for individualized instruction in the classroom, one must expect all students to grow in academic performance, and be ready to extend legitimate responsibility and trust to the students. The teacher must learn to describe behavior without letting a label set the expectations.

EX: "Johnny seems to learn slowly." or
"Johnny is a slow learner."

The second statement could lead to a harmful (for Johnny) reduction in expectation for all behavior.

The teacher must also learn to provide abundant feedback and support for students' accomplishments. Often it is necessary to tell students what they can do. Don't make them discover the rules by breaking them. When a rule is set (there should be few) it should be clear, fair and followed. A helpful rule to follow is "catch students in positive behavior". A positive model will be indentified and the tone of the classroom will be set.

Several methods or approaches can be used in implementing individualized instruction into a curriculum.

1. Different students need different amounts of time on any given task. It is essential that each student be allowed all the time that he/she needs to master each task undertaken. More time is usually not all that a student who learns slowly needs to achieve mastery but it is always one essential element.
2. Different students may work on different tasks toward different goals. All students follow the same sequence of tasks within the required curriculum but, in the elective areas, individual tasks can be chosen.
3. Different students can use different materials or equipment in working toward the same goal. Some students might use a textbook in studying a topic, others might read source materials, others might use tapes, while others might view a movie on the topic.

THE TEACHERS ROLE

The teacher's role in the individualized classroom is different than that of lecturer and information giver. As individualization increases, the role of the teacher becomes one of a resource person, spending more time in individual student contacts, and coordinating the general learning sequences and activities of students as they work independently. Basically, the role of the teacher is to:

1. Decide what learning task the individual needs to accomplish next within the curricular area.

2. Assess the extent to which he/she already has mastered parts of the task and determine what parts he/she has yet to master. This step is called pre-testing.
3. Organize resources and learning activities that best fit the learning style of the student.
4. Prepare an individualized learning program for the student that specifies the particular things he/she is to master and the manner in which he/she is to go about the task. A highly effective method is to have the student and teacher arrive at a contract or agreement. Write this down.
5. Provide evaluation and feedback for students and keep records of the students' progress. This step is called post-testing.

GOAL STRUCTURES

There are three types of goal structures; competetive, individualistic, and cooperative.

A COMPETETIVE goal structure exists when students' success depends on the failure of other students. Competetive goal structures have been the most commonly used in school systems. Grading on a bell curve allows the highest scorers the best grade.

An INDIVIDUALISTIC goal structure exists when the achievement of the goal by one student is unrelated to the achievement of the goal by other students. Programmed learning packets are based on individualistic goal structures because each student progresses at his/her own rate.

A COOPERATIVE goal structure exists when students can achieve the goal only if the other students with whom they are linked can obtain their goal. Cooperation is essential to achieving the goal in publishing a school paper or playing baseball.

People tend to think that it is most important to teach individualistic and competetive goal structures because they reflect "real life". In reality much of living and working in our society is based on cooperative efforts.

Different goal structures are appropriate for different activities depending on the teaching objectives. A competetive goal structure is most effective in increasing performance on drill activities where speed is important. Spelling bees and math drills are examples of using a competetive goal structure. Individual goal structures are effective when a specific skill or knowledge acquisition is desired. Problem solving, divergent thinking and creative tasks are good cooperative assignments.

CONTRACTING

A teacher who uses contingency contracting makes an agreement or contract with his/her students under which he/she promises rewards in return for the desired learning behavior by the students. The method can be used at any grade level and with any subject. The method - or variations of it - has been applied successfully with normal children in regular public school classrooms, with children suffering from severe emotional disturbances, by parents within their own families, and in many other situations. One of the major problems educators and parents have faced throughout the ages has been that of motivating children to perform tasks, whose desirability was determined by these adults. Traditionally, negative contingencies have been favored to achieve this goal. In other words, the adult imposes a kind of "contract". The contract in this case takes the form; "As soon as you demonstrate that you have learned a little more, you may do something which is even more enjoyable." "If you don't do this, I am going to step on your head."

Contracts with positive contingencies are used every day, most obviously in the world of commercial and business enterprises. When one goes shopping, takes a job, or hires a new employee, positive contingency contracts are implicit. In fact, with the exception of the legal system, whose approach is basically negative, our everyday life is largely run by positive contracts. Wherever such contracts meet the criteria of fairness and honesty, they fill important needs as bases for interpersonal relations.

The ultimate objective of behavioral motivation technology is shifting to self-management, so that the individual assumes responsibility for motivating his/her own behavior. The reason for bringing up the 'ultimate objectives' at this time is to reassure those teachers who may be dubious about the whole idea of motivation management. They may be saying to themselves, "Students should be motivated by a desire to succeed, not by the promise of a reward," or "This sounds like bribery to me." Or the teacher may be thinking, "If I apply contingency contracting systematically now, won't the the child grow up expecting rewards for every little thing he does?" Experiences have proven otherwise. Children who participate in a program of systematic contingency management turn out to be happy, eager-to-learn children for whom learning itself becomes one of the most rewarding experiences.

In order to be worthwhile, the terms of a contingency contract must offer as a reward an experience which is (a)highly desirable to the student and (b)not obtainable outside the condition of the contract. If the terms on the students' side of the contract lead to such experiences, this will have one of two important effects; it will increase the probability that the student will perform the same activity in the future, or it will maintain in strength a behavior which is already strong. This will be true as long as the terms of the contract hold, and as long as the characteristics of desirability and attainability of the experience do not change. Of course, if the experience offered becomes less desirable, as it often does with time, or if the same experience will become attainable in other (easier) ways, the experience will lose its potential of having an effect on the students performance. This characterization equates the experience offered in the contract with what is technically known as a reinforcer, A reinforcer in psychology is an event which, when it follows certain activities, increases the likelihood that these activities will recur.

REINFORCERS

There are four kinds of reinforcers used to increase a behavior. They are all appropriate for classroom use, although their effectiveness will vary depending on the individual and the situation. SOCIAL REINFORCERS are special events delivered by someone else, such as praise, encouragement, interaction or a personal touch. ACTIVITY REINFORCERS are doing a preferred activity after completion of a less desirable one. Free time and playing games are examples of activity reinforcers. Edible or material awards, such as food or grades, are examples of CONCRETE REINFORCERS. INDIRECT REINFORCERS are tokens or symbols which are exchangeable for other consequences. Giving a student points for on task behavior which may be exchanged for social, activity or concrete reinforcers is an example of indirect reinforcement.

VALUES CLARIFICATION

Many students who are identified as disaffected or alienated have a very narrow value base or they have a set of values that are often at odds with those of society. Every day, every one of us faces life situations that call for thought, the forming of opinions, decision making, and carrying out some action based on that decision. Some of our daily experiences are routine and repetitious, some are unique and different from anything we have faced before; some are unimportant, some are extremely important and may influence our entire lives. Everything we do, every decison we make, every course of action we take, is based on our beliefs, attitudes and values either consciously or unconsciously. Students have daily encounters with friends, with strangers and with authority figures. They are involved with classroom situations that are often irrelevant and remote from the real things that are going on in their lives. They are constantly being asked and are asking themselves important personal and theoretical questions that will lead them to important decisions and behaviors. The experiences, teaching, preaching, counseling, sharing of ideas and thoughts that most people receive from infancy are many times confusing, in conflict with each other, unclear, or faulty. The development of a value system that is dependable and constructive under these circumstances is extremely difficult. Students of today are confronted by many more choices than previous generations. The tremendous number of alternatives available and acceptable in modern society has made the act of choosing infinitely more difficult and complex than ever before. Unfortunately, many school curriculums offer no planned and designed approaches to help students establish a value system that will help equip them to face their problems.

Many young people who exhibit behavioral problems and emotional disturbances in school, at home and in the community have difficulty in the area of value formation or more accurately, a lack of value formation. There is strong evidence to support the theory that values must be added to the explanation of children's behavior problems. We believe that it is important to provide students with value experiences in the school curriculum. We also believe that the result of this offering will lessen the intensity and frequency of many of the student's behavioral problems. Values clarification is a planned and deliberate part of the Focus program.

The application of values clarification techniques or exercises can take place under widely varying conditions. Any situation where values clarification is utilized should be viewed as one designed to give understanding and experience in the process of valuing. This process is comprised of seven subprocesses based on choosing, prizing, and acting.

Choosing one's beliefs and behaviors.

1. Choosing freely
2. Choosing from alternatives
3. Choosing from thoughtful consideration of consequences

Prizing one's beliefs and behaviors

4. Prizing and cherishing
5. Publicly affirming

Acting on one's beliefs

6. Acting
7. Acting with some pattern

The process of values clarification can be utilized as a self-contained experience and labeled as such, or it can be integrated into the curriculum and taught through the subject matter. In either case the following guidelines will help the teacher engage the student in the valuing process:

1. The teacher should be accepting and non-judgmental.
2. The teacher should encourage diversity, realizing that there are no absolute right or wrong answers for another's values questions.
3. The teacher should respect the individual's choice to participate or not.
4. The teacher should respect the individual's response.
5. The teacher should encourage each person to answer honestly.
6. The teacher should listen and raise clarifying questions with students.
7. The teacher should avoid questions which may threaten or limit thinking.
8. The teacher should raise questions of both personal and social concern.

It is essential that values clarification takes place in an environment of caring and sharing. The attempts to build this atmosphere are sometimes difficult but the potential results are well worth it.

Louis Raths, Merrill Hurmin, Sidney Simon, Values and Teaching, Charles Merrill Publishing Co., Columbus, Ohio, 1966.

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SPECIAL LEARNING BEHAVIOR PROBLEMS

SPECIAL NEEDS STUDENTS IN FOCUS

The impact of someone trained in the areas of Special Learning and Behavior Problems and/or Emotionally Disturbed or Socially Maladjusted can primarily be felt in direct work with students, curriculum development and modification, and staff consultation. The training and experience of such a person encompasses a wide range of materials and methods that directly apply to the Focus student. However, it must be recognized from the onset that in analyzing Focus staff expertise Rabinow's (1960) statement that the artistry of the individual teacher is far more significant than the trainable competencies definitely applies.

By the time of referral to the Focus program a student has generally been labeled and relabeled several times in his educational experience. Some of these categorizations carry with them programs for remediation, clinical help, medical involvement, even removal from the mainstream system. Because the student still is not functioning within the traditional system we have to assume that previous interventions were not 100% successful and/or that the student's problems are of such a serious nature as to demand continuing help. It is extremely difficult to delineate the exact causation of the student's problems after a history of repeated failure to progress both within the academic areas and in the socialization process. Therefore, it is often helpful to refer to such students as having special needs rather than by a limiting label. This is especially true when such labels are carelessly applied and serve to separate students.

One such special needs student, within the Focus program, is characterized by a high level of nonverbal ability accompanied by relatively low verbal ability. Traditionally this pattern, when identified in intelligence testing, often describes a student with learning problems which are most often seen as an inability to read, write, spell, and do computations consistent with ability.

When such a learning problem is suspected the SLBP person is trained in individual testing and diagnosis so that it can be determined if a student is deficient in one or more of the learning areas. Based on assessment results recommendations for curriculum modifications based on the student's strength and weaknesses can be given to Focus staff as well as mainstream teachers involved with the student.

ASSESSMENT

The (PIAT) Peabody Individual Achievement Tests have been very helpful in assessing the overall academic limitations of a student. The subtests are administered individually and yield reading recognition, reading comprehension, math, spelling, and general information scores. This test has been superior to the Wide Range Achievement Test (Jastak) as far as defining a starting point with a student. If a Weschler Intelligence Scale for Children (WISC) or similar individual intelligence test is not available, a student can be given a Peabody Picture Vocabulary Test as a rather gross test of ability to compare to the test of academic achievement.

After looking at the PIAT or other testing it is sometimes necessary to do further diagnostic reading testing. The Spache is adequate in assessing individual needs and as an instrument to demonstrate student reading progress. However, there are many other individual reading tests that might better fit a specific remedial approach.

An SLBP individual assessment might also include a handwriting sample, antedotes of observable behavior, social and/or emotional maturity rating, personal interview, and additional tests in specific areas such as computation, money, sentence construction or coordination. By this age learning and behavior problems are often very interrelated and too much of an attempt to sort out identifiable--remedial problems is often futile. It has helped to remember that much of what is known about learning problems today is folklore, and that a diagnosis of brain injury can only be made with certainty at autopsy (Reger, 1965).

It is much more helpful to look at how the student is functioning today and assist, in whatever ways are available, to modify his behavior to increase the probability of success in school. If we assume that all students are ready to learn something, despite their deviate behavior, it becomes a problem of not only discovering what the student wants to learn but also how he will most readily learn it.

Students exhibit several different learning modalities. Some learn by reading about it, others by seeing it done, others by hearing about it, and still others by actually doing it themselves. Most students actually use a combination of learning strategies but we must be aware of the student who is severely limited in one or more learning modality. Often the student who can not read can learn by listening.

Sometimes it becomes necessary to do a cost analysis of continued remediation of a skill deficiency such as reading. Occasional failure to teach some students certain skills appears inevitable. However, it is then even more important to teach this student adequate coping skills. If the student can not read maybe the student can be a better listener. If the student can learn only a limited number of words, which words will be necessary in the everyday world? If the student can not write, can typing be taught? One very recent addition to helping students with computation deficiencies is learning to use a calculator. In many cases teaching a coping skill well is far more significant than mediocre gain in the basic skill.

CURRICULUM MODIFICATION--STAFF CONSULTATION

One test of good teaching and a healthy emotional climate in the classroom is the degree to which a teacher can treat each student not the same but differently (Dupont, 1969). A quick check of classroom materials often produces a readability level far above certain student's reading ability. Often the teacher can present the same material orally or help the student find AV materials on the same topic. Sometimes two students can work effectively together with one reading to the other but both answering questions or discussing the material.

The frustrated student will often benefit from having assignments broken down into smaller, more manageable segments. Also many Focus students seem to appreciate "here and now," short-range assignments with immediate feedback on progress. The student whose behavior is extremely deviant will usually benefit from knowing at all times where he/she stands in the classroom and what are the consequences of actions.

With the turned-off, disaffected student the goal is to establish a pattern of re-involvement in school and personal relationships. Because Focus students have experienced such repeated failure the teacher must be highly oriented toward success.

In summary, a person trained in the areas of student assessment, interpretation of psychological evaluations, and prescription of individual programs is very important to a Focus staff. Parent conferencing, home visitations, small group and classroom instruction, and use of referrals add to the competencies of a special educator. This special orientation and expertise is a vital component of a total Focus staff.

THE POOR SCHOLAR'S SOLILOQUY*

No, I'm not very good in school. This is my second year in the seventh grade, and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the classroom, because outside I can tell them how to do a lot of things. They tag me around and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless they can name the book it comes out of. I've got a lot of books in my room at home - books like Popular Science, Mechanical Encyclopedia, and the Sears' and Ward's catalogues - but I don't very often just sit and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything second-hand, I look it up in Sears' and Ward's first and tell her if she's getting stung or not. I can use the index in a hurry.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year, I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether, and I never did get them straight.

I guess I just can't remember names in history. I'm not too sorry, though, because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking the seventh grade over, but our teacher this year isn't so interested in the names of the Presidents, she has us trying to learn the names of all the great American inventors.

Anyway, this year I've been trying to learn about trucks because my uncle owns three, and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in science when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment on air pressure so I just kept still. The kids seemed interested, though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tear a big truck down. Boy, does he know his stuff!

I'm not very good in geography either. They call it economic geography this year. We've been studying imports and exports of Chili all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about 200 miles and brought almost 10 tons of stock to the Chicago market.

He told me where we were going, and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south, or northeast, or some other direction. We made seven stops, and drove over 500 miles round trip. I'm figuring now what his oil cost, and also the wear and tear on the truck - he calls it depreciation - so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stock yards. I only made three mistakes in 17 letters last time, my aunt said, all commas. She's been through high school and reads them over. I wish I wcould write school themes that way. The last one I had to write was on "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school in arithmetic either. Seems like I just can't keep my mind on the problems. We had one the other day like this:

> "If a 57 - foot telephone pole falls across a cement highway so that 17 3/6 feet is extending from one side and 14 9/17 feet the other, how wide is the highway?"

That seemed to me like an awfully silly way to get the width of the highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in shop I don't get very good grades. All of us kids made a broom holder and a book end this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom anymore with her new vacuum cleaner, and all our books are in a book case with glass doors in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer, but the shop teacher said that meant using metal and wood both, and I'd have to learn how to work with wood first. I didn't see why, but I kept still and made the tie rack at school and the end gate after school at my uncle's garage. He said I saved him ten dollars.

Civics is hard for me too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week, because the teacher said we wouldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across the Taylor's home. I made the jungle gym from old pipe, and the guys made me Grand Marshal to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I am fifteen, and I am sort of anxious to because there's a lot of things I want to learn how to do, and as my uncle says, "I'm not getting any younger."

* Originally appeared in Childhood Education, Feb., 1964.

THE VOICE OF THE LOW I.Q.

Yeah, I'm in the special class this term. Sure, I like it all right; we have lots of fun and the work's got some sense to it. I can do it. Why did I get put there? Well, I ain't so sure. The report said I had a low I.Q. but nobody noticed it till last spring when I couldn't get along in Miss Brown's class.She gave me the test and when I handed in my paper she looked at it and said, "Just what I thought. I knew he didn't belong in here".

Yeah, it was something they call an Intelligence test. It was awfully funny. At first I thought it was just a joke but it turned out it wasn't. You had to put crosses on pictures and circles under'em and lines around 'em and dots over 'em till I got sorta mixed up; so, I just drew a line first through the middle of all of 'em. There was sentences to write yes or no after sentences like this: "A carpenter builds houses." I wrote "No" because my old man's a carpenter and he ain't built a house in four years. He's workin' on the railroad track. The boy that sat next to me put No on every other sentence and then filled the rest up with Yes. He got a swell mark. I read so slow I only got four done before the time was up. I get so tired of bein' hurried up all the time.

A tree, a fish, a cake of ice - look at this. It was so funny I tore out the page and kept it. See three pictures; a tree, a fish, and a cake of ice. I'll read what it tells you to do. "John is ten years old and his sister Mary is eight. If John is not Mary's brother, draw a line from the fish to the cake of ice. If Mary and John are twins, write your middle name under the tree and if you have no middle name, put zero there. If they are not twins, print your last name on the tree. If Mary is younger than John, write the Roman number eight in the upper left hand corner of the paper, but if John is older than Mary, draw a cat in the lower right hand corner. If they both go to schoolwrite your full name at the bottom of the paper." I'm never sure just how to spell my name so I didn't even try this one. Miss Brown didn't like it because I always asked a lotta questions. She thought I was bein' fresh, but I wasn't. There's a lotta things I want to know about. I never got mad when she asked me questions all the time. I answered 'em. I've got lots of answers but they always seem to fit the wrong questions. Anyway, everything's changin' all the time so what's the use of learnin' a lotta things today when maybe they won't be true by tomorrow. I know heaps of things Miss Brown doesn't know - like where to find birds' nests, and how to fix a leaky pipe and what the baseball scores are. She has to send for the janitor when the lights go out or a window shade tears. I can do lots of things if I don't have to read how in a book first.

Sure, I'm glad I'm in the special class. I get lots more attention; seems like if you're smart or awful dumb they do a lot for you in school, but if you're what they call normal, they just leave you set. I heard the school psychologist - that's a man that comes in just before promotion and tells the teachers why they're not promotin' us- he told Miss Brown it was on account of my grandfather and the rest of my ancestors. She said wasn't it kinda late to do anything about that now, and he said it was but I must have the proper trainin' so I'd be a good ancestor.

Gosh, I don't want to be no ancestor. I'm gointa be a plumber.

Source: Effa E. Preston, New Jersey Education Review. Reprinted in Business Education Digest - October, 1937.

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B. ADOPTER MATERIAL

NEW INNOVATIONS

MT. ARARAT-FOCUS

A persistent problem for our students has been the fact that the school day is very long. A high school program is able to incorporate a work component into FOCUS, but we do not have this option when working with 12-14 year old students. Parents and administrators expect constant supervision of students at this age and there are few work options even after school hours for these youngsters. In response to a need to add variety to the school day and to improve attitudes towards school, we have initiated several work programs within our class. The first is the school store. Students have built a mobile booth which functions as a store, selling school supplies, candy, T-shirts and Focus-built crafts to the rest of the student body. Profits from this enterprise are available to fund field trips, camping expeditions or class ventures. The store is open for 3½ hours daily with each student working about 3 hours weekly. As manager, each student uses the functional math skills required to make change, total sales, determine mark-up, profit and tallies at the end of the day. Additionally many of the students have experienced the frustration and anger of dealing with shoplifting. New attitudes have resulted after episodes in which a student became the victim instead of the shoplifter. Little teacher supervision is required in the daily operation of the store as each manager and assistant inventory their stock before and after their shift using a prepared form.

Another portion of our FOCUS work component is the P.C.C.(Playground Construction Corps). Beginning this past fall, we have begun building and installing additional playground equipment at elementary schools within our district. The equipment is constructed using logs cut by students on school land, and worn out car and truck tires. The minor costs involved in this project are only for bolts and screws to hold wood and rubber together. Elementary students love the new equipment and it gets more use than the expensive metal equipment it augments. When the class leaves school for a P.C.C. day we emphasize the development of group skills and group cooperation. Working with a large log or bolting together several heavy truck tires requires cooperative work and encourages kids to employ skills which they cannot display in the classroom. This experience has enhanced the teacher-student relationships in almost every instance. Additionally it has provided excellent public relations for our program including reporting in the local newspaper. Start up mechanics for P.C.C. required permission slips and several parents to assist in transportation.

CENTRAL HIGH SCHOOL
S.A.D. No. 64
East Corinth, Maine - 04427
Tel. 285-3326

CENTRAL H.S. FOCUS SOCIAL STUDIES PROJECT

I have enclosed two dittos that the students are using this year and a list of materials we are using. I have found these projects to be pretty effective in getting kids to 1) become more aware of their own communities, 2) involving "significant others" in the education process, 3) developing skills related to photography, 4) and I'm sure all sorts of other neat things that I can't think of at the time.

The students work on a contract basis which means we can negotiate the extent of the project, its method of presentation, and whether others will be assisting. This flexibility seems to get things done which might otherwise never be attempted.

Most of the time spent on these projects is done outside of school hours. However, I have, on occasion arranged for students to be away from school for interviews and/or picture taking sessions when it has not been convenient to do it at another time. Also, as I mentioned about the contract, the report can be presented in several ways depending on the individual. An oral and A/V report to the class might require only a written summary or outlining while no presentation might require a more formal written report.

Don't let a teacher be scared off by the photographic component of this project. I had no experience in this area before last year and we have done quite well by sharing our ignorance. I would recommend that they find someone with some photographic experience to "walk them through" a few times. But, it is well worth the risk.

MATERIALS NEEDED:

- Camera, 126 Instamatic
- Film, Ektachrome 64, slides
- Developing materials
  - Kodak E-6 developing kit
  - Changing bag
  - Reel and developing can
  - Funnels, 1 filter, 1 regular
  - Kodak 2-quart measuring container
  - Seven 16 oz. containers (I got mine by buying rubbing alcohol on sale)
- Timer, check your science department
- Slide mounts, box of 50 (you'll need several boxes)
- Gloves, 1 box of white cotton gloves

You will need access to a sink with hot and cold water, and a water tight container large enough to hold the 7 bottles at least 3/4 submerged. We use an old styrofoam cooler.

- Tape recorder, cassette type
- Tapes (check the library for used tapes)

CENTRAL H.S. FOCUS COMMUNITY PROJECT

1. When was the community first settled?
2. How did it get its name?
3. Where is the oldest cemetery and who is the oldest person buried there?
4. Who is the most important person/s?
    - A. Living
    - B. Dead
5. Who is the oldest living person?
6. Who runs the town?
7. How many people live there?
8. Who knows the most about your community?
9. How do the people earn a living?
10. Where do they do their shopping?
11. What changes have taken place:
    - A. In the last 10 years
    - B. In the last 20 years
12. What changes are anticipated in the next 10 years?
13. Do you plan to stay here after graduating?

CENTRAL H.S. FOCUS COMMUNITY MAP PROJECT

Draw a map of your town to approximate scale. The following items should be included:

- All roads - labeled
- All cemeteries - with dates of oldest and newest stones
- Present businesses or industry
- Location of past business or industry
- Waterways - except small streams and brooks
- Your house
- House of the oldest person in town (living)
- House/s of past or present distinguished citizens
- Municipal buildings
- School/s
- Churches

On the bottom of the map you need to indicate the scale of the map, the name of the town, your name, and the approximate area and population.

ACTION SEMINAR

I. Statement:

One approach to involving kids who traditionally have lacked motivation in becoming a participant is to bring this sub-group and to an extent some of the loners to a point at which some of the harsh lines which separate group from group and person from person, begin to blur, thus making possible individual human relationships.

One approach is to organize the class around a series of group problems which groups of seven to twelve students can work on. Ideally, these problems have as an underlying component the potential for adventure and challenge.

Cooperation often emerges naturally from a series of well developed group problems which arise from the experience itself.

The following will be a detailed outline of two such experiences which have been planned for implementation in FOCUS over the remaining weeks of this school year. Success is dependant on the amount of trust which can be built. Trust can be built, human beings cannot.

II Objectives:

A. Teaching Goals

1. To provide a dramatic experience in English class on which to base written compositions for practice in creative writing, factual reporting, descriptive essay, or poetry.
2. To develop self-confidence through a series of planned activities necessitating interaction with peers and teacher in order to obtain information and reach pre-determined goals.
3. To encourage and facilitate personal growth through group interaction in handling responsibility.
4. To increase understanding of the relatedness between the abstractness of the classroom and real-world experience.

B. Teaching Objectives

1. Toovercome the problem of "I don't know what to write about", or "I have no place to write about" by providing a vivid and dramatic experience.
2. To allow students to observe the world with their five senses, to make those senses strong and alive and to communicate those sensory experiences to others.
3. To allow students to become aware of and awake to themselves, their experiences, and their world, and then match fresh language to their experience.
4. To provide the bored, turned off, and passive students with a series of problems to be solved in the real world which also involves relating to adults and teachers in a less authoritatian and more loosely structured way.

ACTION SEMINAR - cont'd.

C. Method:

The approach of Action Seminar is based on the premise that the participants' self esteem and skills in human relations can be developed along with their intellectual, manual, or artistic skills.

In an Action Seminar, then, teaching and learning are geared to active involvement, rather than detached analysis or interpretation.

Therefore "Actions" for this upcoming seminar focus around

1. Bicycle Touring/Bicycle Maintenance
2. Investigation and Production of Ropes Course.
3. English Component *(see teaching goals)

D. Structure

*Planning, conditioning, and/or research could begin approximately six weeks prior to the culminating activities. Students must be the major force in the planning, to promote responsibility and involvement for the purpose of emotionally exciting the individual and the group.

Week One:

- All participants will sign commitment contracts
- Group will ride (5) miles-run (1) mile on alternating day
- Training loops established within town limits *(see maps)
- Keep body and limbs supple with stretching exercises
- Keep daily mileage log
- Destination for culminating trip and preliminary routes mapped out by the group
- Suggestions for cooperative activities in Language Arts, Math, Social Studies discussed by the group
- Begin to familiarize group with bicycle maintenance
- Approximately 120-180 minutes spent on above activities

Week Two:

- Ride (10) miles)
  Run (1) mile)- alternating days
- Maintain mileage log
- Destination for culminating trip to Cape Cod Shore Route and Martha's Vineyard*(see maps)
- Suggestions for interdisciplinary activities
  Language Arts: Student will prepare an article for the local paper describing initial plans for the seminar *(see photograph)
  Math: Route will be mapped out and mileage estimated by group

ACTION SEMINAR - cont'd.

Week Two - cont'd.

Social Studies: (Telephone Interview) contacts will be made by students to set up daily accomodations, ferry reservations, guest lecturer, etc.

- Basic and general repairs to begin with trip leader setting minimum performance requirements and safety regulations for each bicycle. (approximately 120 - 180 minutes)

Week Three:

- Ride (15) miles) -alternating days
  Run (1) mile)
- Information gathered on specific travel rules for the Cape Cod, Vineyard area. Check on access limitations to routes for bicycle travel, etc.
  Establish daily mileage and evening accomodations. (30-45 miles per day is a realistic distance considering population and equipment weight)
- Additional interdisciplinary activities here (at discretion of trip leader and student suggestions)
- A bulletin board is a good tool to keep interest high, covering daily conditioning logs, itinerary and special events
- Contacts involving accomodation arrangements, ferry reservations made (see attached sheet)
- Guest speaker talking on "Bicycle Maintenance and Trouble Shooting" contacted and date scheduled for discussion.
- Basic repairs to continue

Week Four:

- Ride (15) miles every other day - Maintain daily log
- Distribute the following lists:
  - A. Safety rules)
  - B. Route maps) see attached
  - C. Equipment lists)
- Interdisciplinary Activity
  Group will plan daily and prepare facts on expenditures: i.e. meals, accomodation costs, etc.
- Plan daily meals
- Guest speaker: Mark O'Brien, Cyclist/Racer - bicycle shop own-
  er er.Mark O'Brien speaks to group on the topic of:"How To Do Your Own Bicycle Repairs" and "Trouble Shooting"
  Lecture/demonstration and group participation - Time: 2 hours

Week Five:

- Ride (15) miles each day
- Remember minimum mileage goal during conditioning should be (400) miles
- Safety and traveling rules should be laid out for the trip
- Transportation arrangements should be made
- Second article to local paper to be submitted

ACTION SEMINAR - cont'd.

- Information to include trip itinerary
- Special events
- Participants
- Letter of appreciation drafted by group and sent to guest speaker
- List of additional gear and equipment drafted
    - A. Camping
    - B. Tools, parts
- Permission slips sent home

Week Six:

- Ride (20) miles every other day -
  Submit mileage log
  Enter: body weight
- Final arrangement for transportation and accomodations
- Distribute: revised equipment list, journals
- Purchase: food staples
  extra parts
  travelers checks

NDN PROGRAMS USED SUCCESSFULLY IN FOCUS PROGRAMS

PROJECT:

1. ADVENTURE
   P.O. Box 157
   Hamilton, MA 01936

   Used at: Colorado Springs, Colorado
   Freeport, Maine

2. POSITIVE ATTITUDE TOWARD LEARNING (PATL)
   Bethalto Unit #8
   322 E. Central
   Bethalto, Illinois 62010

   Used at: Dexter, Maine Schools

3. Curriculum For Meeting Modern Problems ("New Model Me")
   Lakewood Board of Education
   1470 Warren Road
   Lakewood, Ohio 44107

   Used at: Roseville, Minn.
   Columbia Station, Ohio
   Mason City, Iowa

4. ST. PAUL OPEN SCHOOL
   97 E. Central Ave.
   St. Paul, Minn. 55101

   Used at: Mason City, Iowa
   Denver, Colorado
   COMPONENTS USED: a. Competence Based Graduation
   b. Use of World Beyond Building

5. TALENTS UNLIMITED
   1107 Arlington St.
   Mobile, AL 36606

   Used at: Roseville, Minn.

6. IPLE - INSTITUTE FOR POLITICAL AND LEGAL EDUCATION
   207 Delsea Dr.
   (Rte. 47), RD #4, Box 209
   Sewell, N.J. 08080

   Used at: Freeport, Maine

7. DEEP PROJECT
   640 N. Emporia
   Wichita, Kan. 67214

   Used at Bristol, TN

PERFORMANCE STUDY GUIDE

REAL SCHOOL
URRD/HEW Funded
Spokane School District #81
Date: ____________________

Staff Member: ______________________________

Time ________ (weeks)
(______ to _______)

Subject Title: ____________________

Period: __________

PURPOSE OF SUBJECT: ____

____

PERFORMANCE OBJECTIVES: After completing the course, the student will be able to:

1. ____
2. ____
3. ____

LESSON PLANS: (List daily activities, introductory activities, learning activities, field trips, summation activities, and evaluation techniques.)

Day
1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____

____

____

EVALUATION RESULTS: 100% ________ 90% ________ 80% ________ 70% ________ Below ____________

SECTION II

SUBJECT AREAS

A. ACADEMIC AREAS

FOCUS MATH CURRICULUM OBJECTIVES

1977 - 78

1. To give students the basic math skill required in everyday life.
2. To give students a broader scope of the topics of the work of math.
3. To give students practical applications for mathematics in career and everyday life.
4. To give students a relationship between mathematic reasoning and logic in decision making.
5. To prepare students for the adoption of the Metric System in this country.
6. To help students to learn to function both independently and in groups on problem solving.
7. To integrate mathematics into the study of other Focus subjects, i.e. Action Seminars, U.S. History, English, Life Studies, Career Ed.

FOCUS MATH

The individualized math curriculum used by RMHS will again be used in the math courses of both first and second year students. It will be supplimented by motivation exercises in Basic Skills taken from Aftermath Series. (A series of 4 books with many game and puzzle activities requiring basic skills.) A practical application component will be coordinated with career study.. Students will choose a specific job area and be responsible for mastering mathematical applications to that job.

To expand the alternatives available to students working in math a series of mini units will be set up. Those mini units will enclude both required and optional topics. A student will contract to do daily or weekly work. Review and retention tests will be given 2 times per quarter on required work completed. Each student will maintain records of work completed.

FOCUS MATH 1977-78

I. What We Will Learn

This course is designed to give each student an opportunity to pursue the areas of mathematics that they have some weakness in and also those areas in which social interests lie.

The areas of skills which must be mastered to complete this course are:

Whole number concepts and operations
Fraction concepts and operations
Decimal concepts and operations
Per Cent concepts and operations
The Metric System

Other areas which students may elect to study include:

Algebra
Geometry Basics
Math Art
Graphing
Bases and Numerals
Sets
Probability
Games and Puzzles
Famous Mathematicians
Consumer Mathematics
Insurance and Taxes
Career Math

Each week students will contract to do a week's work in their area of need and/or interest.
Students will work individually, in small groups or as a class, depending on the activity being pursued.
The mastery of skills will be determined through periodic tests.

II. How To Succeed

A. Points - 100 each day
   1. Attendance: 20 points/day
      a. on time 10 points
      b. stay full time 10 points

   2. Math Activities: 80 points/day or 400 points/week
      Individualized work
      Small group work
      Class participation

B. Policies For Smooth Running Class
   1. Must be in class when the bell rings
   2. Must be prepared with pen/pencil and math folder
   3. Food must be left outside of classroom
   4. Treat other's property with respect
   5. Talk in turn - do not interrupt others
   6. Leave the room only with permission
   7. Put downs and foul language not allowed
   8. My desk and files are private
   9. School's books must be checked out with me
   10. You must work on Math activity each day.

III. Grades

A. Option of Pass-Fail or Letter Grade to be chosen at the beginning of each quarter.
   1. "Pass" grade requires 60% of the points total
   2. Letter grades
      A - 90-100%
      B - 80-90%
      C - 70-80%
      D - 60-70%
      F - Below 60%

B. Tests will be given at the beginning of the year and the end of the year to assess each student's skills.

Tests and quizzes given periodically to determine if specific skills have been mastered.

Scores on tests become a part of point totals.

C. A monthly progress report will be given to tell you how you are doing.

At the end of each two week period, if you are behind, you must make up work after class.

IV. Suggestions, Problems and Conflicts

At any time you have a problem in math class, please feel free to contact me. I will have to divide my time evenly between all students but I assure you I will attend to all difficulties I can.

If a conflict arises between you and me the conflict must be worked out after class if class time does not permit us to resolve it.

Please indicate to me any interests in the math area you would like to pursue.

REQUIRED:

- Whole Numbers
- Fractions
- Decimals
- Per Cents
- Primes & Factoring
- Signed Numbers

OPTIONS:

- Linear Measurement
- Area & Volume
- Basic Geometry
- Geometry Constructions
- Math Art
- Mazes
- Mathematicians in History
- Math & American History
- Bases
- Powers & Roots
- Consumer Math
- Career Math

In addition to individualized exercises and projects math students will work in small groups during first quarter once each week on Current Events math exercises.

During the second quarter the small group exercises will occur 2 times/week: current events and the metric system.

During the third quarter students will work each day on small group activities using basic skills.

For the last quarter the class will work on a unit in mathematics associated with logic and decision making.

Students choosing to take the Individualized Algebra course will use the curriculum of the RMHS math department. In order to qualify to take Algebra students must pass a Pre-Algebra exam consisting of Basic Skills.

Resources:

- RMHS Individualized Math Curriculum
- RMHS Individualized Algebra Curriculum
- Numbers in the News - Christopher Lee Publication
- After Math Series - Creative Publications
- Key Ideas in Mathematics - Gerardi, Jones Foster
- Mathematics for Today - Tobin Grossman
- Geometry & Measurement - Shepardson
- Exploring the Metric System - Kempf Richards
- Yes, Math Can Be Fun - Brandes
- Algebra in Easy Steps - Stein
- Accent on Algebra - Boyle - Juarey
- Challenging Mazes - Quinn
- Preparing to Use Algebra - Shulte, Peterson
- Critical Thinking - Harnadek
- Mathamerica - Clack & Leitch

FOCUS MATH

In September of 1975 we were approached by the superintendent of the Columbia School system, Dr. Donald Hagen, and were asked if we would like to voluntarily take part in a new educational adventure. The adventure was to be an alternative education project called Focus. We were informed that a one week inservice workshop in Minnesota was being offered as part of our exposure and training for Focus. We accepted the offer and were invited to an organizational meeting to learn more about what was to be seen in Minnesota. The new Focus staff received reading material about the program and began making plans for the trip.

4

The plane trip to St. Paul-Minneapolis was exciting, especially for those of us who had never flown or been to the Twin Cities. The weather was great; sunny and mild, and visibility unreal. When we arrived at the airport, the limo service took us to our rooms where we awaited the arrival of our hosts.

That evening we met part of the Roseville, Minnesota Focus staff and they introduced us to Focus by means of a slide presentation and an informal discussion. We were told that our visit would consist of visiting two high schools where the program was in use, Ramsey High and Kellogg High. The meeting ended late in the evening, so we prepared for an early start in the morning.

The next day we were split into two groups: one group to visit Ramsey and the other to visit Kellogg. My group went to Ramsey High, then later in the week we visited Kellogg. At Ramsey we saw Focus in action and began to realize what the program was really like. Up to this time it was just a project on paper with little meaning; now, it was to become a reality.

At Ramsey High School, which is part of the Roseville school system, the Focus program is contained within the main school building. However, it is sectioned off from the rest of the school. As we entered the Focus area, everything was as described. The lounge area contained students who were working on given assignments or reading from books provided by the program. Classes were being conducted as in the rest of the school, except the students exercised more freedom of speech and movement. The students seemed interested in what they were doing and welcomed the Columbia staff to their classes. We were impressed with the Ramsey program and couldn't wait to compare Kellogg's plan.

At Kellogg High the program was set up in Quonset huts, which were portable classroom units located outside the high school building. This separated the Focus program from the mainstream high school completely, except for gym, health, and other special subjects which couldn't be held within the Focus building. The basic course offerings and outlines were the same as Ramsey's since both Focus staffs worked together on the project. Staff members and students were very friendly to us and encouraged us to ask any questions we had no matter how insignificent they might be, and to help ourselves to any of the Focus printed materials we wanted.

Program Observations

Of the two Focus programs in Roseville, I liked Kellogg's best. Basically, the two were the same in terms of subjects taught and materials used. They both had full-time teaching staffs and aides. However, Kellogg's was a program offered by the school, but contained outside the main school building. One of the main concepts of Focus is to exercise personal freedom. It can become very difficult to exercise one's freedom if students outside the program have a chance to infiltrate into the Focus area and harass those in it. It is also easier to control those students in the program if the regular programs of the high school and Focus are separated. It's a bit harder to sneak from one building to another as compared to opening a door and slipping into a hallway.

Before leaving the Roseville School system, I was able to obtain a copy of the basic math program offered in Focus. The program was put together by members of the Focus staff.and they were very generous in letting me use their ideas for my own program. I was able to gain a great deal of knowledge as to what I should expect from my students and many ideas concerning the type of math I should offer once the program begins.

For a month after returning from Minnesota the enthusiasm among the Columbia Focus staff was at a peak. We had all kinds of ideas as to how Focus was to become part of the Columbia educational program. We couldn't wait to begin the program and put our ideas into use. There were lessons to prepare, materials to buy, students to interview, and the Columbia mainstream teaching staff to educate about the program. I couldn't believe how much work had to be done before starting the program. However, everyone pitched in and worked hard in order to accomplish the necessary tasks.

The groundwork was done and Focus was ready for its Columbia debut. However, we experienced a very big setback---the building we were to use, a converted bus garage, had not been vacated as planned. Instead of beginning Focus in November, plans now called for December. Again, when the target day arrived, we had no facility. This time the delay was carried to January of 1976.

I found that these two delays were very regretable for the Focus project. When we returned from Minnesota, the blood was flowing and ideas were fresh. The students were excited and so were their parents. Other Columbia teachers were glad that someone was going to make an attempt to help their "class problem" students, and the habitual absentees. But, as time lapsed, so did the enthusiasm. Students, who had volunteered for the program, kept asking when Focus was to begin. The ideas that were once thought good were now being questioned. I began questioning the program and even became concerned wondering if it would ever become a reality.

Finally, after Christmas vacation, the old bus garage was now ready to be converted to the Focus classroom. January not only brought about a new year, but a new program as well. The Focus students were finally ready to meet as a group with each staff member for the first time. Focus math was placed as the first subject of the day for the students.

I can still remember the looks on their faces as they walked through the door. The building itself was a mess and I could see that it bothered some of the students. I brought them together and welcomed them to Focus. We had three weeks before the end of the first semester and I informed the students that most of our energy would go into cleaning and organizing the building into a classroom, lounge, and office area.

The first day was a get-acquainted day. I set up a few ground rules and talked briefly about the math program (more on the program later on). The students began to express their ideas about the rules and modifications were being made, compromising when necessary, until all were in agreement. Everyone was informed to wear or bring with them older clothes that they could work in because the next few weeks were going to be devoted to clean-up.

It was during this time that I learned a great deal about the characteristics of the students in Focus. In the beginning everyone was pitching in to help clean up. Painting was completed and walls were constructed. I ran into a problem after the first week. Not all the students wanted to participate in the final clean-up procedure. At this time I realized some students felt Focus could be a way to "slide" through high school. Even after we began classes, a few tried to do as little as possible.

The Focus math program was doing quite well the first month of existence. However, like all classes, after the newness wears off, you find out who are the motivated students. There are a lot more freedoms allowed in Focus than in the mainstream classes. Some of the students began misusing their privileges, and the lounge area of the room became their hangout as the others worked. This presented itself as my first major class problem with the Focus program. To solve the problem, the lounge became a restricted area until all work was finished.

Getting students to consistently work four out of five days a week was a real challenge and probably the single greatest problem. When everyone worked, things within the room went well. The goofing around was minimal and loud talking nonexistent. These were good days; but, when all weren't working, I was in for a very challenging morning.

One other problem which really bothered me was the student's lack of pride in general building cleanliness. The initial energy that was spent cleaning up, painting and remodeling in January, was considerably less by February. Students were reluctant to pick up paper or sweep the floors. Things became so difficult that I had to work with the students to clean up after themselves and regain some of their lost pride.

As the 1975-76 school year came to a close, I had to sit back and analyze my math program, my role in Focus, and how Focus had fit into the Columbia system. In math I could see a computational gain in some of the students based upon a Math Placement Test which I had given. The students who really book an interest in themselves and in what Focus could offer, gained the most. There were a few, no matter now hard I tried, who would not apply themselves consistently. The result was a small gain in mathematical computation and ability.

Being a first-year program, the only way to find out what would work and what would not, was to try various methods. Thus, a lot of trial and error programs were instituted. In the math section of this chapter I will describe what I learned from using the trial and error method and how the program was changed from year one, to and through year two.

Focus Math - cont'd

Math Philosophy

Focus math. What is it? What should be offered? Can any student fit into the program? These are some of the questions that crossed my mind as I began developing my portion of Focus, Columbia style. The questions were evident, the answers a little more difficult to ascertain. So, before I could begin entertaining the questions I had raised, I needed to develop a math philosophy which could be used as a guideline for the program.

The Focus math philosophy is designed to offer the Focus student a program to increase and develop the basic math skills possessed by each individual student. The basic math skills consist of the operations of addition, subtraction, multiplication, and division of whole numbers, fractions, integers, decimals, and percents. After reviewing or developing said skills the student then has the option of returning to the mainstream math program or taking another course offered in the Focus math program. Each program offered is to be individualized so that the student can work at his or her own pace without fear of failure due to slowness or lack of skills. The main idea behind the program is to let the students do the type of math they want and need, and allow them to work on the math at their own speed.

Focus Math Curriculum

Using these ideas, I then produced my first Focus curriculum. I looked at the Minnesota materials which I had brought back with me and decided that the self-contained learning packets for basic math skills would be used for students desiring a refresher math course. I purchased a few math puzzle books for change of pace exercises and a text called *Math for Today and Tomorrow* by Kaye Mach and Allan Larson. The other offerings were a business math course from *Business Mathematics* by Lewis and R. Robert Rosenberg, a shop math course with the text *Career Mathematics, Industry and the Trades* by Merwin Lyon, L. J. Meconi, and Earl J. Zwick, along with any other math a student felt he or she wanted to pursue.

This is where I encountered my first curriculum problem. I was trying to go by what the students wanted and thus giving them a wide, varied choice. Instead of helping the students, it hindered their growth. The type of Focus student involved didn't actually know how good their skills were or didn't have any idea about the math course they desired. As it turned out, the Minnesota math (the program developed in Minnesota) was offered along with *Math for Today and Tomorrow*, *Business Math*, and *Shop Math*. These were the topics selected by the students for what they thought their needs were.

Before the students began their individualized math programs, I issued them a math test covering basic skills. It tested one's knowledge of adding, subtracting, multiplying, and dividing with whole numbers, fractions, decimals, and percents. This gave me a general idea where each student was in his or her math potential. As a result of these tests, it appeared that the programs chosen would fit the needs of the students since they were built on the basic math skills. However, as the students worked each program, some would get tired of their choice or the material would become too difficult creating in them a need to change. The main change was created by peer pressure to do what one's friends were doing. It didn't matter to the student whether the program would help fulfill his or her needs, just as long as it coincided with their friend's. There were times when no work was done at all simply because one didn't feel it was necessary for passing. Thus, by the end of the first year, I realized that the program had flaws which would need to be evaluated for a change of objective and methods.

This second year has seen several program changes. After interviewing possible Focus students and talking with them about the math program, I came up with the following selection of courses: Minnesota Math, General Math, Shop Math, and Algebra I. The general math text is Stein's Refresher Mathematics with Practical Applications by Edwin I. Stein; shop math text is Career Mathematics--Industry and the Trades by Merwin J. Lyon, L.J. Meconi, and Earl J. Zwick; and for Algebra One, I used the Holt Algebra I book by Holt, Rinehart, and Winston. The general math course is similar to the Minnesota course except that a text and workbook are used rather than a series of learning packets. The algebra course was introduced due to a student request for work in this area. The student had taken a shop math course the previous year and since I knew him and his abilities in math, I decided to let him pursue the algebra course. It was what he wanted and I could foresee no problems developing due to the program.

We began this year on a brighter note, as a good part of the Focus group were returnees, they knew what to expect from the program and got down to immediate work. The Minnesota math program seemed to be their favorite. Every student needed a math review, especially if they hadn't had math for more than a year and this is what the program offered. Students were quite sound with basics and are able to do more difficult math, are encouraged to continue in this program. The idea is to build a pattern of success. If they can succeed all the way through the program, then they may wish to further their knowledge of mathematics by choosing another program more difficult than the first.

At the present time, the math program consists of 16 students. The course distribution is as follows: three students in Shop Math, one student in Algebra I, two students in General Math, and ten in the Minnesota Math program. The shop math students are progressing at a steady pace. The Algebra student is doing quite well, considering this course is based primarily on self-motivation. The students in general math find themselves alternating with the Minnesota math program for extra practice on skills they need to improve. In a way, one program reinforces the other because they deal mainly with basic math skills, but explain them in different ways. As one may expect, the students in the Minnesota program are excelling at their own pace. All students, when working and motivated, seem to be able to handle the math work. One must remember that in this type of program the instructor becomes a resource person and the students are encouraged to ask questions when they do not understand the material. The lecture method of teaching is not productive if 16 students are doing four different types of math.

I find that my program will continue to use ongoing revisions. It would be wise before letting the students choose their programs to have them take a test on basic skills after completing the Minnesota program. Upon passing this test, they can be offered work in one of the following courses: General Math (practical applications), Algebra I, Shop Math, or a metrics course which I will be developing before the next school year. By doing so, I will evaluate each student as to their capability of doing the basics. My concern is that without these skills, how can they be expected to go on to more challenging work, or even succeed in the adult world after they graduate? I feel that the Focus math program needs to first, reflect upon the adjustment of the student outside the school setting, and then prepare those for college who desire to attend. One can find examples of the math program at the conclusion of this chapter.

Focus Math Grading

Now that the curriculum is set, grading procedure has been developed to determine how well a student is or is not succeeding. In the past year and a half, I have used two different procedures, each with some strengths and weaknesses. The first procedure is based on time spent on student work and attendance, while the second is based on how well a student does his work as well as on attendance.

I tried the Minnesota idea of giving points for attendance and points for the amount of time a student spent doing math. If a student was on time to class he or she received ten points, if one to ten minutes tardy then five points were given; but, if more than ten minutes tardy then no points were awarded. Along with points for attendance, a student was given a Focus free day when they made it to Focus class ten days in a row. The free day was a day the student could use any way they wanted just as long as they remained in the Focus building. All work and attendance points were given just like a regular work day. I felt this idea would act as a stimulus to get students to class on time, since one of the main objectives of Focus is to instill in students the need of coming to school and being on time. After entering the classroom, the students were to pick up the materials needed for that period. I watched as they worked, giving each student five points for every ten minutes of work, or twenty-five points per class. The maximum points one could receive per day was thirty-five. A game and rest day could be earned every Friday. The students were permitted to socialize in the lounge area of the Focus building and could play games in either the lounge or classroom area. Some of the games used extensively by the students were "Pay Day," "Monopoly," and "Chess."

This grading procedure worked fine in the beginning of the program. The attendance portion was never a problem at all, but the points for the work portion became very difficult to justify. It turned out to be rather difficult to watch 16 students constantly for 50 minutes. Students needed to be helped, and learning materials had to be graded and prepared. In a program like Focus, an instructor must grade assignments as they come in, so that computational errors can be corrected before the student continued on to other work. I also found that it wasn't right to give a student full credit for doing an assignment completely wrong. True, by my standards the work was done, but how can one justify passing a student if he or she could not do the work? It was this question that led me to change my grading procedure for the 1976-77 school year.

My policy, as far as attendance is concerned, remains the same as last year. If a student is on time then a full credit of ten points is recorded, one to ten minutes late gets five points, and anything over ten minutes late means no points. I did change the procedure to make a better accounting of effort. Instead of points, I am now giving letter grades based on the number of problems done correctly versus the total number attempted. I also placed a three page limit on all packet material. Before a student is allowed free time, he or she must complete three pages of a learning package unless the problems are too difficult for them. If they are hard, chances are I have spent time with the student and I know what the problem is. If one is a fast worker, he or she is encouraged to work ahead. I try to stress the idea that the more one does, the more one can learn; the more one learns, hopefully the better off one is going to be in the future. By assigning a letter grade, the students know how well or poorly they are doing and what must be done in order to keep or improve their grade.

Free days are still very much a part of Focus. A student receives a free day after appearing for ten days straight without a miss and under ten minutes tardy. The free day is taken within the Focus building on any day the student wishes to use it. Friday is a designated free day for everyone provided they are present. On this day the students can play games and socialize. There have been occasions when the free day has been used to study for a test in another class or as a study hall to get other homework done. This free day breaks up the week and if everyone has been working hard, a day of social growth is greatly appreciated.

Looking ahead to the future, I can see where my grading procedure could use two more modifications. Next year I plan on giving an extra grade when a chapter in a text or a planned unit has been completed. The grade received will be the average of all the grades earned throughout the chapter, or unit. Hopefully, this will help motivate students to get as much done as possible in order to achieve a high grade. The other change stems from an attendance modification made by our local Board of Education. If a student is on time, then he or she receives ten points; but, if a student is one to five minutes late, five points are given and anything over five minutes late receives no points. Two tardy days count as one day absent in all classes and any time a student is more than five minutes late to a class, the student is to be counted as absent for that class. This new policy will greatly affect the free day attendance policy. A student will receive a free day if, and only if, he or she has been to class ten days straight without any absent days, and a maximum of one tardy day. This policy will strongly stress attendance and it will force students to be in school on time if they expect any free time other than the designated day.

Program Synopsis

In most cases I would have to point to the attendance free day as a big "plus" in the Focus program. I have many students who ask how many days are left until their free day arrives. This has happened in the past as well. To me, this shows a definite interest in coming to school because the student know he or she will be rewarded for success.

On the same line as attendance free days, are organized group breakfasts. These have been done in both years of the program. Breakfast is not an everyday activity, but one that is used over long periods of time as a type of social growth. Not only does it change the pace of the school day, but it allows the students to show the Focus staff they do know how to act in public, and they enjoy the privilege of leaving the school grounds.

In the math program I don't have to remind the students to pick up their materials and begin working. Most of the time they will get started on their own. This shows that they are becoming responsible people and know the results of their actions. One thing that is made clear--no work, no grade. Since they can start on their own, the students must care about being successful in the program.

Focus Math - cont'd

However, there are times when the program can become very depressing. One big problem to be concerned with is that of cheating. I have found that it's not very hard to detect cheating since those students who are friends have a tendency to work on the same programs and write down exactly the same answers. Being more or less an open classroom set-up, students seek out other students as well as the teacher for help. One cannot discourage getting help from others, but one must discourage cheating. The problem of cheating is not an easy one to solve and at this time, is my biggest challenge. I have spoken to the offenders about it and will keep a watch on them. Hopefully, I can build up enough confidence in each student to cause him or her to quit cheating and do his or her own work.

Along with cheating, one must cope with laziness. There are days when, no matter what I do, the students rebel by doing nothing but talk. They go through all the motions of working but accomplish nothing. Those who create their own free days suffer the consequences of no grade for the day. This is truly a motivational problem upon which I will concentrate.

I would like to conclude with a few observations about the program and the kind of future Focus may have in Columbia. One must realize that Columbia, being a small school system, cannot put as much, financially, into an alternative educational program as the Roseville system. We are fortunate in that we have a building separate from the school, but we must share that facility with another school program, O.W.E. At times there are problems with who should clean up the facility, and what kind of food, if any, should be allowed in the classroom.

One reason for Minnesota being so successful with their program is that they have a full-time Focus staff. The students see their teachers as one to go to for help, understanding, and friendship. Our group sees the staff playing two roles: the role of the Focus teacher and that of a regular classroom teacher. You may win their respect in Focus, but in mainstream one must not show favorites. It's very easy to lose all respect gained. It's almost impossible to play both ends of the scale and come out with a completely successful program.

Looking to the future, I continue to see a program like Focus being very helpful to the students in the Columbia School system. There is a lot of undeveloped land, and as that land is built upon, the school system will grow due to the increased population. As this occurs, the Focus program should grow accordingly. It must become a full-time program if it is going to be completely successful. We must offer as many courses outside of the mainstream building as possible in order to show these students the value of education. After building a positive attitude and good study habits, the students will then be phased back into mainstream classes. We must also strive to again remodel our present facility and make it into a total Focus facility. Finally, the courses we offer should have real life applications to them. We must build upon our students interest in the future and strive to accentuate the positive in them, while working to effectively eliminate the negative.

Minnesota Math

GM Unit 10 Decimals II

Objectives and Assignments

A B C D E F G

Name________________________

Teacher________________________

Date Started________Compl.______

Objective A: Given two or more decimal numbers, the student will be able to find their sum.

WS 10 A1
ACT 10 A1

Objective B: Given two decimal numbers, the student will be able to find their difference.

WS 10 B1

Objective C: Given two decimal numbers, the student will be able to find their product.

WS 10 C1
WS 10 C2
ACT 10 C1

Objective D: Given two decimal numbers, the student will be able to find their quotient.

WS 10 D1
ACT 10 D1

Objective E: Given a product or quotient using powers of ten, the student will be able to find the product or quotient by moving the decimal point.

WS 10 E1

Objective F: Given two decimals and any operation, the student will be able to simplify it.

WS 10 F1

Objective G: Given a word problem using decimals, the student will be able to solve it.

WS 10 G1

GM - WS 10 B1 SAMPLE

Name____________________

To subtract decimals: (1) line up the decimal point
(2) annex zeros so that both numerals have the same number of decimal places.

```
EXAMPLE:  8.1 - 2.4567        8.1000 -- annex zeros
                              2.4567
                              ------
                              5.6433
                             ↑------- line up decimal point
```

Subtract: Show work below problem.

____________ (1) .8 - .5

____________ (2) .604 - .066

____________ (3) .59325 - .28963

____________ (4) 9.47 - 4.83

____________ (5) 6.35 - 2.1

____________ (6) 8.3 - 6

____________ (7) 5.8 - .0485

____________ (8) 8 - 2.63

____________ (9) 3 - .002

____________ (10) $5 - $2.98

____________ (11) $10 - $.74

____________ (12) $4.32 - $3

Minnesota Math

GM Unit 7 - Test 2 25 points Name____________________

A B C D E F G H I Date____________________

Test Cycle____________________

Write all answers as a proper fraction or mixed numeral in lowest terms.

____________________ 1A. 5/11 + 3/11

____________________ 2A. 7/12 + 11/12

____________________ 3B. 9/13 - 5/13

____________________ 4B. 19/15 - 7/15

____________________ 5C. The lowest common denominator for fifths ($\frac{\ }{5}$) and sixths ($\frac{\ }{6}$) is what?

____________________ 6C. The lowest common denominator for fifteenths ($\frac{\ }{15}$) and twelfths ($\frac{\ }{12}$) is what?

____________________ 7D. Which of the symbols >, <, or = could be placed between the two fractions below to form a true sentence.
5/9 7/9

____________________ 8D. Which of the symbols <, >, or = could be placed between the two fractions below to form a true sentence.
5/7 3/4

____________________ 9E. 3/4 + 7/10

____________________ 10E. 11/12 = 5/8

____________________ 11F. 3/4 - 2/3

____________________ 12F. 11/8 - 7/10

GM Unit 7 - Test 2 cont'd

________________ 13G. 1 5/8 + 2 5/6

________________ 14G. 3 3/4 + 2 1/2

________________ 15G. 6 2/3 - 2 1/4

________________ 16G. 6 1/2 - 2 5/8

________________ 17G. 7 1/5 - 3 3/4

________________ 18H. 15/4 + 2 7/10

________________ 19H. 5 3/5 + 8

________________ 20H. 5 1/2 - 3

________________ 21H. 5 - 3 5/8

________________ 22H. 7 5/9 - 3/4

________________ 23I. 5/8 is how much less than 5/6?

________________ 24I. A home 16 3/4 feet high has a 3 5/12 foot antenna on top of the roof. How high above the ground is the top of the antenna?

________________ 25I. Bernie cut 5 3/4 inches off of a strip of paper 11 inches long. How many inches were left?

3-7 Dividing by a fraction

Frequently, industrial calculations involve dividing by fractions. Study the following examples.

EXAMPLE 1 The coffee table in Figure 3-8 is to be built with the top 30" wide. The plans call for finished pine boards $1\frac{7}{8}$" wide. How many boards will be needed to construct the top?

SOLUTION To find the number of boards needed, we have to divide 30" by $1\frac{7}{8}$". We can show the work like this:

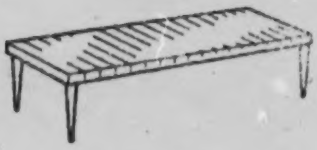


Figure 3-8

$$\begin{aligned} 30 \div 1\frac{7}{8} &= \frac{30}{1} \div \frac{15}{8} \\ &= \frac{\overset{2}{\cancel{30}}}{1} \times \frac{8}{\underset{1}{\cancel{15}}} \\ &= \frac{2 \times 8}{1 \times 1} \\ &= 16 \end{aligned}$$

Thus, 16 boards are needed.

EXAMPLE 2 A numerical-control lathe automatically advances the cutting tool $1\frac{3}{8}$" every minute. At this rate, how long would it take to turn an iron rod $24\frac{3}{4}$" long?

SOLUTION To find the time, we must divide $24\frac{3}{4}$ by $1\frac{3}{8}$.

$$\begin{aligned} 24\frac{3}{4} \div 1\frac{3}{8} &= \frac{99}{4} + \frac{11}{8} \\ &= \frac{\overset{9}{\cancel{99}}}{\underset{1}{\cancel{4}}} \times \frac{\overset{2}{\cancel{8}}}{\underset{1}{\cancel{11}}} \\ &= \frac{9 \times 2}{1 \times 1} \\ &= 18 \end{aligned}$$

It would take 18 minutes to turn the rod.

These examples suggest the following rule.

> To divide a fraction by a fraction, multiply the first fraction by the reciprocal of the other.
>
> In division involving mixed numbers, change the mixed numbers to fractions, then proceed as above.

EXERCISES Divide. Follow the flow chart in Figure 3-9 if you need help.

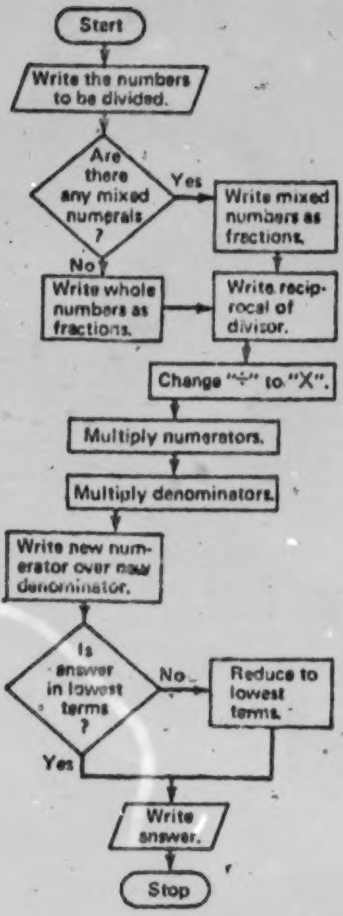

Start
Write the numbers to be divided.
Are there any mixed numerals ?
Yes
Write mixed numbers as fractions.
No
Write whole numbers as fractions.
Write reciprocal of divisor.
Change "÷" to "X".
Multiply numerators.
Multiply denominators.
Write new numerator over new denominator.
Is answer in lowest terms ?
No
Reduce to lowest terms.
Yes
Write answer.
Stop

Figure 3-9

A

1. $12 \div \frac{6}{7}$ 5. $\frac{4}{9} \div \frac{8}{9}$ 9. $8 \div 4\frac{4}{5}$

2. $18 \div \frac{3}{16}$ 6. $\frac{5}{10} \div \frac{5}{8}$ 10. $46'' \div 1\frac{7}{16}$

3. $7 \div \frac{4}{9}$ 7. $\frac{27}{7} \div \frac{4}{3}$ 11. $\frac{3}{4}'' \div 2\frac{1}{2}$

4. $4 \div \frac{8}{9}$ 8. $\frac{32}{5} \div \frac{1}{5}$ 12. $8\frac{3}{4}'' \div 2\frac{1}{2}$

B 13. A sheet of vinyl plastic is $25\frac{1}{2}''$ wide. How many strips, each $2\frac{5}{8}''$ wide, can be cut from the sheet?

14. A piece of rubber weather stripping $26\frac{1}{4}''$ long is required along the bottom of a storm window. How many strips can be cut from a roll 43′ 3″ long?

15. One turn of the handle moves the tail stock of a lathe $\frac{3}{32}''$. How many turns must be made to move the tailstock $1\frac{1}{2}''$?

16. The adjusting nut on a plane lowers the blade $\frac{5}{64}''$ for each turn. How many times must the nut be turned to lower the blade $\frac{5}{32}''$?

17. How many roofing boards $\frac{13}{16}''$ thick are there in a stack 2′2″ high?

18. How many pieces of solid copper wire $2\frac{1}{2}''$ long can be cut from a piece 15′ 6″ long?

C 19. Draw a flow chart to show how to find a reciprocal. Use it to find the reciprocals of:

a. $\frac{1}{3}$ b. 3 c. $\frac{7}{8}$ d. $2\frac{1}{4}$ e. $\frac{12}{5}$

SELF-ANALYSIS TEST 9

Give the reciprocal of each number.

1. $\frac{5}{8}$ 3. $\frac{5}{2}$ 5. $3\frac{1}{6}$

2. $\frac{7}{16}$ 4. 32 6. $4\frac{7}{8}$

Divide.

7. $\frac{14}{15} \div$ [illegible] 9. $6 \div \frac{3}{4}$ 11. $\frac{6}{7} \div \frac{12}{21}$

8. $\frac{3}{8} \div$ [illegible] 10. $16 \div \frac{8}{9}$ 12. $3\frac{3}{4} \div 1\frac{3}{5}$

13. How many $\frac{3}{16}''$ strips can be sawed from a board $5\frac{5}{8}''$ wide?

Factoring Trinomials

OBJECTIVE

☐ To factor a trinomial into two binomials.

REVIEW CAPSULE

Multiply $(3x + 1)(x - 4)$.

$$\begin{array}{ccc} & 3x \times +1 & \\ & 1x \quad\; -4 & \\ \hline \swarrow & +1x & \searrow \\ 3x^2 & -12x & -4 \\ \cline{2-2} & -11x & \end{array}$$

Thus, $(3x + 1)(x - 4) = 3x^2 - 11x - 4$.

EXAMPLE 1 Factor $2x^2 + 5x + 3$ into two binomials.

Write a pattern to test factors.

$\left.\begin{array}{c}2\\1\end{array}\right\}$ Factors of 2 $\left.\begin{array}{c}3\\1\end{array}\right\}$ Factors of 3

$$\begin{array}{cc} 2x & \square 3 \\ 1x & \square 1 \\ \hline \end{array}$$

Omit signs for now.

Does choice of factors give correct middle term?

$(1x)(\square 3) = \square 3x$

$(\square 1)(2x) = \square 2x$

$$\begin{array}{ccc} & 2x \times \square 3 & \\ & 1x \quad\; \square 1 & \\ \hline \swarrow & \square 3x & \searrow \\ 2x^2 & \square 2x & +3 \\ \cline{2-2} & +5x & \end{array}$$

Check all sign combinations. ⟶

$$\begin{array}{cccc} +3x & +3x & -3x & -3x \\ +2x & -2x & +2x & -2x \\ \hline +5x & +1x & -1x & -5x \end{array}$$

One sign combination works.

Check by multiplying

$(1x)(\boxed{+}3) = +3x$

$(\boxed{+}1)(2x) = +2x$

$+3x + 2x = +5x$

$$\begin{array}{ccc} & 2x \times \boxed{+}3 & \\ & 1x \quad\; \boxed{+}1 & \\ \hline \swarrow & +3x & \searrow \\ 2x^2 & +2x & +3 \\ \cline{2-2} & +5x & \end{array}$$

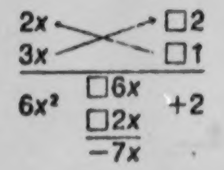
The factors are $(2x + 3)$ and $(1x + 1)$. ⟶ **Thus,** $2x^2 + 5x + 3 = (2x + 3)(x + 1)$.

EXAMPLE 2 Factor $6x^2 - 7x + 2$.

$\left.\begin{array}{c}2\\3\end{array}\right|$ Factors of 6 $\left.\begin{array}{c}2\\1\end{array}\right|$ Factors of 2

$(3x)(\square 2) = \square 6x$

$(\square 1)(2x) = \square 2x$



Check sign combinations.

$$\begin{array}{cccc} +6x & +6x & -6x & -6x \\ +2x & -2x & +2x & -2x \\ \hline +8x & +4x & -4x & -8x \end{array}$$

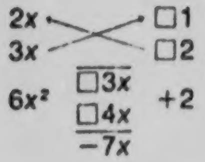
None gives $-7x$.

No sign combination works.

Try reversing factors of 2 $\left|\begin{array}{c}1\\2\end{array}\right.$

$(3x)(\square 1) = \square 3x$

$(\square 2)(2x) = \square 4x$



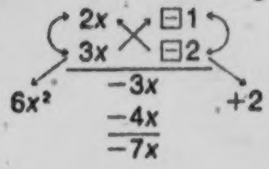
Check sign combinations.

$$\begin{array}{cccc} +3x & +3x & -3x & -3x \\ +4x & -4x & +4x & -4x \\ \hline +7x & -1x & +1x & -7x \end{array}$$

One gives $-7x$.

One sign combination works.

Check by multiplying.



$(3x)(\boxminus 1) = -3x$

$(\square 2)(2x) = -4x$

$-3x - 4x = -7x$

Write factors horizontally. ⟶ **Thus,** $6x^2 - 7x + 2 = (2x - 1)(3x - 2)$.

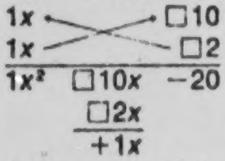
EXAMPLE 3 Factor $x^2 + x - 20$.

$x^2 = 1x^2,\ x = 1x$ ⟶ $1x^2 \quad +1x \quad -20$

$\left.\begin{array}{c}1\\1\end{array}\right\}$ Factors of 1 $\left.\begin{array}{c}10\\2\end{array}\right|$ Factors of 20

$(1x)(\square 10) = \square 10x$

$(\square 2)(1x) = \square 2x$



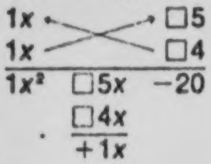
Check sign combinations.

$$\begin{array}{cccc} +10x & +10x & -10x & -10x \\ +2x & -2x & +2x & -2x \\ \hline +12x & +8x & -8x & -12x \end{array}$$

None gives $+1x$.

No sign combination works.

Try $\left.\begin{array}{c}5\\4\end{array}\right\}$ Factors of 20.



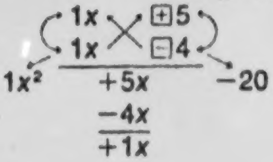
Check sign combinations.

$$\begin{array}{cc} +5x & +5x \\ +4x & -4x \\ \hline +9x & +1x \end{array}$$

One gives $+1x$.

One sign combination works.

Check by multiplying.



$(1x)(\boxplus 5) = +5x$

$(\boxminus 4)(1x) = -4x$

$+5x - 4x = +1x$

The factors are

$(x + 5)$ and $(x - 4)$. ⟶ **Thus,** $x^2 + x - 20 = (x + 5)(x - 4)$.

Find the sign combination, if any, that will give the indicated sum.

11. $\square 6x$	12. $\square 3x$	13. $\square 10x$	14. $\square 7x$	15. $\boxed{+}9x$
$\square 2x$	$\square 4x$	$\square\ 2x$	$\square 3x$	$\boxed{-}6x$
$-5x$	$-x$	$+7x$	$-3x$	$+3x$
none		none	none	

Find the sign combination, if any, that will give the indicated product.

16. $(2x)(\square 4) = -8x$ 17. $(6x)(\square 3) = 18x$ 18. $(3x)(\square 1) = -3x$
19. $(8x)(\square 4) = +32x$ 20. $(5x)(\square 6) = -30x$ 21. $(4x)(\boxed{+}2) = +8x$
22. $(7x)(\square 3) = -21x$ 23. $(3x)(\square 4) = -12x$ 24. $(6x)(\square 4) = -24x$

EXERCISES

PART A

Factor.

1. $2x^2 + 7x + 5$ 2. $3x^2 + 10x + 7$ 3. $5x^2 + 7x + 2$
4. $8x^2 - 10x + 3$ 5. $6x^2 - 17x + 5$ 6. $10x^2 - 19x + 7$
7. $x^2 + x - 6$ 8. $x^2 + x - 12$ 9. $x^2 + x - 30$
10. $2a^2 - 7a - 4$ 11. $3x^2 - 10x - 25$ 12. $2x^2 - x - 3$
13. $x^2 + 7x + 10$ 14. $b^2 + 5b + 6$ 15. $a^2 + 4a + 3$
16. $y^2 - 10y + 16$ 17. $m^2 - 9m + 20$ 18. $d^2 - 11d + 30$
19. $a^2 - a - 20$ 20. $y^2 - 2y - 15$ 21. $a^2 - 7a - 18$
22. $x^2 + 2x + 1$ 23. $b^2 - 6b + 9$ 24. $k^2 + 12k + 36$
25. $2a^2 - 7a + 6$ 26. $2x^2 + 5x - 3$ 27. $2a^2 - 7a - 4$
28. $2m^2 + 9m - 5$ 29. $2a^2 + 13a + 15$ 30. $3b^2 - 11b + 6$
31. $3x^2 + 10x - 25$ 32. $2m^2 + 11m + 15$ 33. $2m^2 - 7m + 5$
34. $6a^2 + a - 1$ 35. $3y^2 + 7y - 20$ 36. $2p^2 - 15p + 25$
37. $2b^2 + 17b + 30$ 38. $2x^2 + 5x + 2$ 39. $12y^2 + 7y + 1$
40. $3x^2 + 13x - 10$ 41. $2a^2 - 3a - 14$ 42. $2p^2 + 5p - 12$

PART B

Factor.

43. $2x^2 - 11x - 40$ 44. $2x^2 + 23x + 45$ 45. $3x^2 + 10x - 48$
46. $2a^2 - 25a + 50$ 47. $3a^2 + 8a - 35$ 48. $2b^2 - 29b + 60$
49. $3m^2 + 29m + 40$ 50. $5x^2 - 42x - 27$ 51. $3y^2 - 31y + 56$

PART C

Factor.

52. $15d^2 - 19d + 6$ 53. $15y^2 + 17y - 18$ 54. $14b^2 - 15b - 9$
55. $4a^2 - 20a + 25$ 56. $9a^2 - 12a + 4$ 57. $6a^2 - a - 15$
58. $15x^2 - 29x + 12$ 59. $16y^2 + 14y - 15$ 60. $18a^2 - 9a - 35$

MATH

SUPPLIER	MATERIAL	COST	DESCRIPTION
Webster Division McGraw Hill Manchester Road Manchester, Missouri 63011	Fundamentals of Arithmetic (Eraut) Fundamentals of Elementary Algebra Fundamentals of Intermediate Algebra		Used for more advanced students
	Programmed Math Books 1-15		Very good for basic skills and individualized instruction.
Litton Educational Publishing Inc. P O Box 1638 Cincinnati, Ohio 45201	Algebra in Easy Steps (Stein)	6.04	Used for units written by Roseville teachers
Hayden Book Co. 116 W 14th St New York, New York 10011	Mathematics - A liberal arts approach (Dodes)	4.60	
Holt, Rinehart and Winston Box 3323 Grand Central Station, New York 10017	Individualized Approach to Holt School Math 1-8 (Nichols et al.)	1.20	Applications of basic skills
	Content Level Masters		
	Levels 38-76	19.95	Worksheets for change of pace--Helpful
	Levels 77-106	19.95	
	Placement tests for 1-8	4 95	
	Metrication Masters (50 masters)	19.95	Complete course in the metric system for continuous progress.
Oxford Book Co. 11 Park Place New York, New York 10007	Mathemetics for Today	2.95	
Pawnee Publishing Co. P.O. Box 3435 Boulder, Col. 80303	Experiencing Life through Mathematics (Vols. 1 & 2)	5.28	

MATH

SUPPLIER	MATERIAL	COST	DESCRIPTION
Houghton Mifflin Co. 1900 S. Patavia Ave. Geneva, Illinois 60134	Career Mathematics	6.48	Limited Value
Scott Foresman Glenview, Illinois 60025	Here-To-There Math Game	4.50	Good for change of pace
Ginn & Co. 191 Spring Street Lexington, Mass. 02173	World of Metric Activity Book	1.80	Metric activities.
Most School Supply Companies	Hayes Duplicating Workbook Junior High	3.00	Application of basic skills
	Hayes Everyday General Math	3.50	Worksheets for additional practice
	Milliken Fractions Duplicating Book	3.25	
	Exercises in Long Division	1.00	
Fairbank, Schutther's, Piper Southwestern Pub. Co. Cincinnati, Ohio	Mathematics for the Consumer 2nd ed.	6.44	
Sperling & Stuart, Made Simple Books, Doubleday & Co., Inc. Garden City, NY	Mathematics Made Simple (revised edition)	1.95	
Rosenberg, Lewis McGraw-Hill New York, NY	Business Math (6th Ed.)		

FOCUS ENGLISH

Bill White -- Alexander Ramsey H. S.
Dave Kingsbury -- Frank B. Kellogg H. S.

FOCUS ENGLISH

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II. Focus English--Frank B. Kellogg H.S.

Ten O'Clock

Our skipping ropes lie silent
Our hop-scotch squares are dead
And we are home at ten o'clock
Tucked in bed.

We jumped away the morning,
We hopped away the noon,
We skipped away the evening;
Night came soon.

Time looped up our skipping rope,
He blackened out our squares,
He took us by our trusting hands
And led us to the stairs.

Patricia Hubbell

Mother To Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor--
Bare.

But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.

So, boy, don't you turn back.
Don't you set down on the steps
'Cause you find it kinder hard.
Don't you fall now--
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

Langston Hughes

Both Poems from the following source:

Larrick, Nancy, On City Streets
New York, Bantam Pathfinder, 1968

I. FOCUS ENGLISH--Ramsey H. S.

A. Background

The Focus English program has changed considerably in three years. When Focus began in 1971, I had students and no curriculum. I used a lot of movies that year and a lot of aspirin. The experience-oriented approach I had hoped to use in English (field trips, role plays, discussion, magazines and newspapers, games, etc.) was a bust. The idea was good but it lacked content and structure. The students couldn't see what they were learning and in many cases neither could I.

In preparation for the second year of Focus, 1972-1973, I did several things. I ordered a good individualized basic skills program and a lot of paperback books. I devised a workable daily evaluation and time structuring system (see section D-1 of this package). I put together some simple initial and continuing diagnostic materials (see section D-2, 3, & 4 of this package). Finally, I put together a Post Office Box unit where kids could keep materials. My plan was to use the time structuring and evaluation system to establish basic class expectations. This provided kids with information about how they could be successful and responsible. At the same time I brought in the paperbacks and programmed skill books (see section E of this package) to provide vehicles for them to use to demonstrate responsibility and success. These materials also provided a basic content to which more could be added.

In the third year of Focus, 1973-1974, more paperback books and replacement copies of the skill books were ordered. Formalized study recipes, weekly contracts and quarter contracts were printed. Class was conducted as it had been in the past year with little group work and much individualization. Less teacher pressure was placed on kids to work on writing and spelling skills.

During the 1974-1975 school year I intend to continue to use the structure and materials of the past, however, I will be introducing James Moffet's Interaction language arts program to the class (see section E-3 of this package). Basically, Interaction seeks to teach the skills of Language Arts in the same way that children learn to speak; namely, by having constant feedback in their attempts to read, write, speak, listen, and act out.

Most children have mastered the most difficult language arts task, speech, by the time they are seven, if not by the time they are five. The materials and methods of Moffet's Language Arts program seek to do the same by providing group activities for students by which they can have an instant audience for their written and spoken efforts. This is the same role that is played by family and friends as the young child experiments with speech.

As a child learns to speak and experiments with vocabulary and grammar, parents, brothers, sisters, neighbors, and many others constantly provide an audience and constantly correct the fledgling efforts. For this reason, speech, the most difficult human activity to learn, is mastered by most children at an early age. Yet, two simple activities, writing and reading, cause uncounted problems to many children (and adults). It is the theory of Interaction that when a student has an opportunity to work intensively on communication with his peers, he will receive the constant audience for his reading and writing that he had for his speaking at an earlier age.

Activity cards form the backbone of Interaction. The student chooses one of the 244 cards and follows step by step the directions given. He will read a booklet, interview someone, react to ideas in writing or action, pantomime, listen to a tape while reading, or play a language-based game. When he has completed some or many activities, I will suggest other activities or agree that an adequate variety of activities have been tried and rate the students efforts.

I have purchased the level III Interaction program and the basic literacy kit for Interaction from the Houghton Mifflin Company. I will know more about its applicability as I begin to use it in the classroom. My hopes are that it will stimulate more group cooperation, that it will provide kids with many new and varied language experiences, that it will both build skills and stimulate interest for skill deficient kids, and finally, that it will make our program evaluations look even better.

B. Philosophy

Kids are practitioners of most every mode of communication by the time they reach my classroom. They have the capacity to communicate with others with speech, writing, gesture, mimic, sign, dramatics, costume, action, inaction . . . etc. In addition most of them can read and listen and observe with some degree of comprehension. The thing is that they don't do all of these things well or even some of these things well.

As a teacher I have some alternatives. I could treat these kids as beginners and deny the torrent of experience they have had. I could do this by abstracting each level of communication to its elements and sub-elements. This would enable them to name parts and analyze structures--if it worked. . . and it hasn't . . . it's been tried with them. I could treat them as innocent youth and let them run free to sample and interview and enjoy the wonders of childhood but they're not innocent (as if that makes any difference) and they would just get high--so might I if I was a kid and my elders didn't care. It seems to me that I must find a way to operate a classroom community where kids must deal with each other constantly using every mode of communication. In such a community kids who are beginners in a skill should be able to receive basic training in that skill. Also this community should offer wide varieties of materials for kids to deal with in their communication. My teaching role is to organize such a community with a structure and with the materials to make it work, to make sure basic skill deficiencies are diagnosed and remedied, to make strong demands for intense and frequent student interaction and to share myself honestly and openly in student communication experiences.

C. Description of 1973-1974 Focus English Program

1. How it worked

Ramsey Focus English classes were made up of all three grade levels of students. Student classwork was almost totally individual and individualized. Some group activities occurred when films were shown or when speakers came in. Students in these classes did an extensive amount of reading and writing. Programmed instruction was used for remediation of writing and spelling skills (see section E-1, this package). Individual contracting, journal writing and report writing provided continuing writing experience (see appendix to this section). A large paperback library was used to provide students with continuing reading experience.

Students received daily grades on a time-effort basis with bonus allowances for special effort (see section D-1, this package). Students in the Ramsey Focus program received report cards with the same A - F grade system as other students. No designations which indicated special programming appeared on their transcripts and Focus credits equaled Ramsey credits in value.

Diagnostic pre-evaluation was done with a home-grown writing sample and standardized reading and spelling instruments (see section D-4, this package). Pre and post evaluation of our total student population also assessed reading skills (see section D-5, this package for results and Evaluation package for specific statistics).

Appendix (a)

Study Recipe for________________________
Week of ______________________________

English.Hour__________
P.O.__________________
Location of Materials

Tasks

A

B

C

D

	Credit	Instructor Initial
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Completion of this task sheet when done will be worth__________bonus points.

Appendix (b)

FOCUS ENGLISH WEEKLY CONTRACT

Name________________________

Hour_________

P. O.________

I will complete the following tasks by ___________________(date).

Self Evaluation:

Did I meet due dates? Yes No (Circle)

Did I complete the work I intended to complete? Yes No (circle)

Complete as many "I learned . . ." statements as you can.
Use the back of this page.

I learned . . . . . .

Please sign and date when
all work is completed.

Signature_______________________________ Date__________

Appendix (c)

FOCUS ENGLISH QUARTER CONTRACT

Name__________________________
Hour_______________
P. O._______________
1st, 2nd, 3rd, 4th quarter

I will do the following work during this quarter. Start Date______________

Due Date________________

Self Evaluation:

Did I meet due dates? Yes No (Circle)

Did I complete the work I intended to complete? Yes No (Circle)

What did I learn this quarter which I thought was worthwhile and important? Use the back of this page.

I learned . . . . .

Please sign and date when all work is completed.

Signature__________________________________ Date___________________________

Appendix (d)

FOCUS ENGLISH
JOURNAL WRITING

I want you to get more practice in writing. The more you do the easier it gets.

Here is how it will work. Each day when you come to class I would like you to write enough to fill up at least one-half sheet of paper. Then put your finished work in the file folder I've provided for you in the third drawer of the file cabinet in the English room.

Write about things that are important to you: your feelings, your friends, your values, your likes and dislikes, your thoughts on anything, your family, your family group, your future, etc. Write to communicate something, and try to do a good job of it.

When you get five entries done, give me your file. I'd like to read what you've written and I'll try to make some written response that is friendly. I will give you normal credit for the time you spend working in class for any reading and/or writing that you do. However, you will get bonus credit of 15 points for every set of five half-page writing entries that you turn in to me. This could result in more than 100 bonus points for the quarter.

4-10-74

W. S. White

D. Evaluation

1. Day, week, and quarter evaluation and time structuring system.

Students are given points on a time basis. I equate the amount of time spent working with effort. An evaluation based on time spent working is reasonably objective and easy for students to understand. In cases where a student really outdoes himself, I use bonus points to recognize and reinforce this behavior. This system very closely approximates the time-clock that many kids will operate for the rest of their lives.

Record keeping is done in a notebook that allows four spaces for each student each day. It would look like the following sample.

	Mon. 1-3	Tues. 1-4	
Trixy			

Attendance credit - students get credit in the first space according to the following schedule:

0 - skip or unexcused absence
2 - tardy to class unexcused
5 - Present on time or excused absence

Classwork credit - students get credit in the second space according to the following schedule:

3 - for every ten minutes of work. This is figured with the student at the end of the hour.

Daily grade - points earned in the first and second spaces are totaled in the third space and grades are earned according to the following scale:

A - 17 or more points
B - 14 or more points
C - 11 or more points
D - 8 or more points
F - 7 or less points

Weekly grades - points earned in the third spaces are totaled on Friday and placed in the fourth space down in the Thursday column. This is done so that a weekly grade can be placed in the Friday's fourth space down. Weekly grades are then earned according to the following scale:

A - 85 or more points
B - 70 or more points
C - 55 or more points
D - 40 or more points
F - 39 or, less points

Quarter grades - These are figured simply by extending the above system and dividing total earned points by the number of weeks.

Some additional features:

I give students automatic A's on days when class is called off for some reason or when there are school holidays.

Students must make up work points if they miss school and desire such credit. They will receive the five point attendance credit if the class absence is excused.

Students can earn an hour of relaxation if they earn one week of "A" grades. They will receive an "A" grade for this earned hour off.

D-2.

English Task Sheet

Name_________________________

Hour_______________

Date_________________________

Goal: To produce a writing sample.

I. Sentences (15 minutes)

A. Write two simple declarative sentences using proper punctuation.

(Ideas: the activity you enjoy most, your biggest dream, the color of your hair, etc.)

B. Write two questions in sentence form using proper punctuation.

C. Write two exclamatory sentences using proper punctuation.

II. Paragraphs (15 minutes)

Write one good paragraph at least four sentences long. Use a topic sentence with several supporting sentences. (Ideas: What you did this summer, what kind of a job you'd like to have, what you look for in a girlfriend or boyfriend, what you'd do if you had $1,000 to spend, etc.)

Use the back of this sheet for your paragraph.

D-3. Skills Inventory - Writing Sample

Name____________________

Date____________________

How well can you write? As you do this inventory imagine yourself to be writing to someone who just may offer you a $50,000 job if you can write well.

Write a paragraph that is at least four sentences long. Remember to use everything you know about paragraph and sentence structure. You may want to write to this potential employer, describe your abilities, talk about your feelings, describe what you want for a job, a friend, etc.

This sample will be used to discover your strengths and weaknesses in writing, so really show what you can do.

Now go ahead and write your paragraph of at least four sentences.

____

____

____

____

____

____

____

____

____

Check your writing over carefully when you are finished and then return it to Bill White. Next you should take the spelling skills inventory.

D-4.

Additional tests used in the classroom for diagnosis only included:

Gates-MacGinite Reading Tests - Survey D., Form IM

Jastak Wide-Range Achievement Test - spelling section only

D-5. Evaluation of Focus English

The Iowa Tests of Basic Skills has been used since the beginning of the Focus program to assess student achievement gains. The actual results of this evaluation (if you can decipher them) can be found in the package labeled Evaluation.

On the average, Focus kids enter the program with poorly developed skills. Vocabulary and reading skills for entering students in grades ten, eleven and twelve average just below the seventh grade level. For these same students language usage and spelling skills are on the average near the seven and one-half grade level. What this means in most cases is that during every year in school these kids have managed to slip further and further behind. To further explain their plight another test of reading skills was given to all sophomores in Ramsey's regular school program last year. More than one-half of the approximately five hundred students tested actually topped the test. As sophomores these Ramsey students tested above the 12.9 grade level on the Gates MacGinite comprehension scale.

In order to give you a rough idea of how students progressed on their language arts skills, I have included a comparison of my own design. This chart first of all shows you the average grade level score on the Iowa Tests of Basic Skills for entering Focus students for each skill area. In the following columns you will see the expected and actual growth in grade level during each testing period in each year for the average Focus student. These results are perhaps more significant when it is realized that these students probably achieved most of their skill growth in their elementary years and little growth as they grew older. Therefore, achievement of significant skill growth at this point is particularly notable.

RAMSEY FOCUS ENGLISH RESULTS[a]

Skill Area	Ave. Gr. Equivalent Score	1971-1972		1972-1973		1973-1974	
		Expected Growth in 5 months	Actual Growth in 5 months	Expected Growth in 7 months	Actual Growth in 7 months	Expected Growth in 7 months	Actual Growth in 7 months
Vocabulary	7.15	.36	.33	.51	.78	.51	.59
Reading	6.05	.31	1.00	.43	.79	.43	1.06
Spelling	7.48	.39	*	.53	.92	.53	.07
Lan. Usage	6.60	.34	.33	.47	*	.47	.26

[a] Iowa Tests of Basic Skills used for this evaluation.

*No testing given.

Note -- multiply the above scores times ten to get "gain" score expressed in months.

E. BIBLIOGRAPHY

1. Programmed Texts

   a. The following books are all part of the McGraw Hill Basic Skills System available from McGraw-Hill.

Basic Spelling Skills	approx. $2.75
Paragraph Patterns	approx. 2.75
Writing Skills I	approx. 2.75
Writing Skills II	approx. 2.75

   b. English 2600 which is used occasionally is available from Harcourt, Brace and World.

2. Paperback books - The Focus Library presently includes over 450 separate titles. A listing by title with publisher and recent price is available.

3. The Interaction program - This program is available through Houghton Mifflin Company.

I have ordered the following:

Level 3 complete	$854.58
Literacy Kit	583.35

4. Other materials used in Focus English:

   a. Gateway Series - MacMillan Company

      "Ways of Justice"
      "A Western Sampler"
      "Rebels and Regulars"

   b. Xerox AEP Books - American Education Publications

   c. English Everywhere - Globe Book Company

   d. Warriners English Grammar and Composition - Harcourt, Brace and World

   e. Stories - ed. by Jennings and Calitri - available from Harcourt, Brace and World.

   f. St. Paul Dispatch - Newspaper

II. FOCUS ENGLISH--Kellogg H. S.

When Focus started in 1972, I entered the program feeling that the students would need many different types of language arts experiences. I attempted to offer as broad a range of subjects as possible to "turn them on." In the last two years I feel that I have learned some things about the background of the student and what he knows and needs. The average Focus student can read but cannot write very well. They need to learn the basic skills in English. They also need to understand themselves and the world around them. They are not experienced in viewing and understanding the mass media nor have they developed any depth of appreciation for such things as poetry and drama.

At first I primarily relied on my major method of teacher directed large and small group instruction. I did not attempt much individualization nor did I try to use any pre-packaged materials, since I felt the "work sheet approach" would bore them and would not prove successful. I was wrong. Since that time I have added individual diagnosis and instruction in basic skills into my program. I have found that student's needs differ enough that in many cases it is essential to provide individual learning.

Large group instruction proved to be a positive experience at times, but proved difficult for classroom management because all of the students were not involved. Furthermore, the evaluation results showed that students were not gaining in basic skills of language usage, spelling, punctuation, or vocabulary as much as I had wished. They did improve in their reading skills (7 months on the Iowa tests, and 1 year 6 months on the Gates-MacGinitie).

However, within this large group arrangement, students gained a working knowledge of the mass media through the use of video-tape equipment and the study of films. They worked on a unit on values clarification that helped them develop basic philosophies. We also gained some experience in "role playing" and some "mini Theatre" kinds of productions. I had hoped to have a positive impact on their self-images with many of these experiences. Because of the total program approach, it is difficult to pin down those exact things that build positive self-image and increase ego-strength but our evaluation indicated personal growth in these areas.

In conclusion, the evaluations of my Focus English program indicate that more change needed to occur. Therefore, my methods will include much more individualization, "in-depth" diagnosis of basic skills, and less emphasis on large group instruction and use of "whole class" activities. Small groups, I believe, are important and will have a place in the classroom. I believe a balance between small group interaction and individualization is a good approach.

Methods and things that have proved to be successful are:

1. Independent reading
2. Individualized instruction and diagnosis and remediation in the basic skills
3. Newspaper reading and study of current events for "large groups"
4. Viewing short films for discussion and critique purposes
5. Video-tape productions and role playing
6. Writing a daily journal
7. Values clarification exercises
8. Creative writing from film strips and pictures. I used David Sohn's "Stop, Look and Write" set with a great deal of success.

9. Film loops for individual viewing with reaction and summary reports.
10. Using small groups (two or three people) in the program of remedial reading with use of the pacer.
11. Using an improvised "skills box" with materials taken from the "Troubleshooter."
12. Learning packages on various areas, e.g., Writing letters, Filling out application forms. What is apprenticeship? etc.
13. Crossword puzzles and short stories from "Scope" magazine and from Voice magazine.
14. Philosophy of life paper. A unit on values clarification, and self-awareness which makes the students think out what they believe about certain self-concepts.
15. Mass media study.

Units include some mini-units on literature and some learning packages.

1. Gaining Reading Skills
2. Getting the most from your newspaper
3. Business Letters
4. Building Vocabulary
5. Words we use
6. Job Planning
7. Film study
8. Mass Media
9. T. V. Production
10. Status
11. Writing

Evaluation of the English curriculum centered primarily on the Iowa Tests of Basic Skills. The Gates-MacGinitie diagnostic test was also used.

Bibliography

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Teaching the Universe of Discourse, Moffett. Houghton Mifflin Co.

Trouble Shooter Units, Benner. Houghton Mifflin Co.

Search for America, Brooks, Holt's Impact Series.

Scope Magazine

A Good Life

American Dream, Ginn and Co.

Understanding Language

Vocational English, Jochen and Shapiro, Globe Book Company, Inc.
175 Fifth Avenue, New York, N. Y.

LANGUAGE ARTS

SUPPLIER	MATERIAL	COST	DESCRIPTION
Webster Division McGraw Hill Manchester Road Manchester, Missouri 63011	Reading Skills Cards	19.95	Quite elementary content. Very simple reading levels
	Answer pads	1.47	
	Stanford-McGraw Vocabulary (1-6)	1.47	Good for vocabulary work on an individualized program
	McGraw Basic Skill System		
	Writing Skills I	2.75	
	Writing Skills II	2.75	
	Paragraph Patterns	2.75	
	Basic Spelling Skills with workbook	2.75	Good for teaching spelling patterns
Globe Book Company 175 Fifth Avenue New York, New York 10010	Something true, Something else	2.85	Stories followed by skills exercises
	The World of Vocabulary Books 1-4	2.90	
Social Studies School Service 10,000 Culver Blvd. PO Box 802 Culver City, Col. 90230	Vocabulary and Grammar Reinforcement	4.25	
	Practice in Dictionary Skills	4.25	
Holt, Rinehart & Winston 645 N. Michigan Ave. Chicago, Illinois 60611	Impact Series		Short story anthologies--Good for 9th and 10th grade level. Several other titles to choose from.
	Search for America (Brooks)	2.46	
	ME (Trout)	2.46	
	I've Got a Name (Brooks and Trout)	2.46	

LANGUAGE ARTS

SUPPLIER	MATERIAL	COST	DESCRIPTION
Houghton Mifflin Co. 1900 South Batavia Ave. Geneva, Illinois 60134	A Student-Centered Language Arts Curriculum Grades K-13. A Handbook for Teachers by James Moffett 503pp.	9.56	A teacher resource material--curriculu and learning ideas come from the studer
	Trouble Shooter Skills Series I and II by Benner Self-teaching workbooks Duplicating masters	1.50	Workbooks are good for review of basic English skills. All include pre-test, post-test, and a second presentation o material if needed--masters good for quick review
American Interstate Corporation Mundelein, Illinois 63011	Readamatic Pacers	30.00	Simple machines to help increase readir rate
Westinghouse Learning Corporation 100 Park Avenue New York, New York 10017	PLAN Grammar and Composition Kit--Individualized Course	124.50	Allows individualization in content ar pre and post tests--easily manageable-- needs basic English series accompanymer
Addison-Wesley Publishing Company 2725 Sand Hill Road Menlo Park, California 94025	A Sourcebook for Substitutes	5.20	Short single concept worksheets on many topics that anyone can present in a sin class session. Activity oriented.

LANGUAGE ARTS

UPPLIER	MATERIAL	COST	DESCRIPTION
cholastic ook Services 04 Sylvan Avenue nglewood Cliffs. ew Jersey 07632	Action Libraries numbers 1-4	39.50@	high interest-easy to read paperback collections-pictures-worksheets
	Scope/Visuals 6 Vowel Crosswords	11.50	
	Scope/Visuals 8 Language Usuage Crosswords	11.50	
	Scope Visuals 22 Getting Punctuation Right	6.95	
	Frauds and Hoaxes Scope Activity Kit	29.95	
	Sounder and other Plays	1.35	
	Double Action Word Attack Skills Supplement	12.50	
	Scope Magazine Weekly	2.50@	Scope is somewhat easier and has a wider variety of puzzles and short interest articles
	Voice Magazine Weekly	2.50@	
	Word Power	1.00	All are excellent for supplementary activities--one book can be used to duplicate copies as needed--wide range of English related activities--good for variety
	Across and Down	1.00	
	Word Puzzles	1.00	
	Wide World	1.00	
	Dimensions	1.00	
	Spotlight	1.00	
	Countdown	1.00	
	Trackdown	1.00	
	Sprint	1.00	
	Chillers and Thrillers	1.00	
	Imagination Anthology	2.50	Exciting stories--workbook utilizes writing and drawing--good for 9th and 10th Enjoyable to use
	Logbook	1.20	
	Drugs Anthology	2.50	
	Logbook	1.20	

LANGUAGE ARTS

SUPPLIER	MATERIAL	COST	DESCRIPTION
Ginn & Co. Xerox Education Center P.O. 2649 Columbus, Ohio 43216	A Good Life Conflicts Failures Pursuits		Good short story anthologies
	English Units Books 1-6	.50@	Small comic size books for individualized work on basic skill areas; consumable
	Understanding Language 1-4	.50@	
	Reading Success 1-6	.50@	
McGraw Hill Basic Skills System	Basic Spelling Skills	2.50	
	Paragraph Patterns	2.50	
	Writing Skills I	2.50	
	Writing Skills II	2.50	
Harcourt, Brace & World	English 2600	2.64	

Language Arts Curriculum Description

FOCUS Program Reading Memorial High School July, 1977

I. Purpose

In view of the fact that student skill levels will vary in Language Arts, programming will provide individualized as well as small group instructional format with emphasis on skill building in reading, speaking, listening, writing, interaction, interpretation of material, and critical and personal judgement.

II. Main Goals

A. Students will engage in group activity supplemented by individual programming to develop their skills in the reading of assigned material. Students will be able to:

1. Identify clearly stated facts and important details.
2. Follow sequential steps in performing tasks.
3. Draw inferences and conclusions from material read.
4. Organize ideas and relationships of ideas.
5. Use material to solve problems.
6. Evaluate material for biases and relevency.

B. Students will participate in group writing assignments with additional individual work on a daily basis to enhance their ability to organize and express their thoughts clearly and creatively in writing. Students will be able to:

1. Correctly identify and use the eight parts of speech.
2. Write a clear, organized sentence, paragraph and essay expressing their own thoughts.
3. Take concise notes from an oral lecture or from written material.
4. Paraphrase material read.
5. Keep a daily journal for recording and developing ideas, listing concerns and accomplishments, and creating poems or stories.

C. The curriculum will provide each student with an opportunity to build visual-listening skills through the use of a multi-media approach i.e. films, advertising, educational television, music, photography, and role-play.

D. The program will allow students to increase receptive and oral expressive language skills through the multi-media approach, role-play, interviews and oral reading exercises and drama.

III. Student Commitment.

A. Students will perform on an individual contractual basis in relation to their present skill levels. Commitments in the areas of writing, reading, speaking and listening will be dealt with on a daily basis, with immediate feedback and interaction for reinforcement of skill building.

B. Language Arts Activities will include:

1. Assigned group reading activities as well as readings selected by each individual student.
2. Grammar and sentence structure activities.
3. Journals and a Language Arts notebook.
4. Role-play, oral interpretation of literature and drama.
5. Poetry to encourage rhythm and creativity.
6. Letter writing
7. Games for thinking and following directions.
8. Projects related to reading and writing activities.

C. An initial pretest will be given to establish base line objectives and individualized program goals and objectives for each student.

D. The student journal, Language Arts notebook, group reading, group and individual discussions of projects, quizzes, tests, and oral and written assignments will provide a record keeping system for monitoring progress of students in written and oral expressive language.

E. Coordination with the American History and Career Education components of the Focus Program as well as with the mainstream English Curriculum involving materials and recommendations from the English Department will be an integral part of the Language Arts Curriculum.

FOCUS SOCIAL STUDIES

Pat Hudak -- Alexander Ramsey H. S.
Edythe Nackerud -- Frank B. Kellogg H. S.

FOCUS SOCIAL STUDIES

Philosophy

Social studies goals are consistent with the goals of the Focus program. We believe that, if a student becomes aware of his self-worth, that he can also become aware of his relationship to the society in which he lives as well as the world of which his society is a part. Moreover, student involvement in the learning process can lead to enjoyment and can become a life-long asset.

In order to implement these relationships we:

1. Have expectations set for the individuals
2. Find materials to fit the student
3. Relate the past to the present
4. Emphasize concepts and ideas rather than straight factual material
5. Encourage rational thinking, generalizations, comparisons and contrasts, synthesizing.

Methods -- Kellogg High School

Ramsey and Kellogg social studies teachers' classes have utilized different methods of teaching for the past two years. Mainly, because of the difference in teachers' backgrounds and experiences, much more individualized instruction was carried on at Ramsey while more group work was done at Kellogg. Now we seem to be moving toward the center with a combination of individual and group work. We have learned that teachers must develop and use those methods that work best for them.

It has been my belief that group work in social studies is important for three reasons:

1. Our social problems are caused by groups rather than individuals, and group efforts are needed to solve these problems.
2. So many students are tracked in other subjects such as math, science and English that somewhere along the line students with all abilities should be integrated.
3. Potential leaders need to know what their followers are like. Potential followers need to know what their leaders are like.

Since I have worked in Focus, I have not changed my basic beliefs about group work, but I have become aware that more individualized work is necessary. Like any other teacher, through the process of experimentation and elimination I have found some methods that are successful.

For reading assignments in class, some students read silently while others may be in a small group where one person reads aloud. A five-minute break is followed by discussion. Independent work may be done to gather factual material or students may work together. Discussion may interrupt work whenever a question is posed and interest is indicated.

Using literature to interpret history or social problems can add interest and vary the routine. T.V. programs and movies viewed outside the classroom can provide a basis for discussion.

Focus students like work sheets or study guides. They receive a certain number of points for completing a work sheet. These are checked with no penalty for wrong answers for discussion enables them to correct their work. They may use the work sheet during a test to provide factual information to point out generalizations, comparison/contrast, or synthesis. An example from American History might be a factual study of the rise of industry. Work sheets would include material on natural resources, leaders, labor, capital, markets, etc. The test might have a question such as "How do your text books represent the growth of an industry?"

Another method in Senior Social Studies which has been successful is to cross disciplines. In Consumer Education, after a background of the need for becoming a wise consumer, our math teacher takes over the class and works on the cost of credit, loans, taxes and mortgages.

Some things that don't work are:

1. Long range assignments such as research papers (except for some motivated students).
2. Don't stretch units to fit your time schedule. Have an alternative plan.
3. Silent film strips are boring. Movies and film strips with records or cassettes are fine.
4. Don't use one text -- vary the materials.
5. Don't allow a disruptive student to remain in class. Have a one-to-one conference with him/her later in the day.

For evaluation I use the point system. Such things as daily work, attitude, preparation, participation and attendance are weighted heavily. Tests are a minor portion of their grades. Points are also given for extra credit such as attending movies, viewing T.V. shows and reporting on them. In addition to these, relevant clipping collections, art work and tutoring may give students extra points. Points are usually computed weekly so that students know how they are doing. They are not in competition with each other but each student has individual expectations to be met.

Other than grades, a class may be rewarded for completing a unit by receiving a free hour or going out for breakfast or lunch. Individuals who complete their work early may choose to explore a subject in depth, may help other students or take a free hour.

These are only suggestions, things that have worked for me. Teachers learn through experience and sharing with others those things that can work for them.

Background -- Alexander Ramsey High School

Changes in the Ramsey Focus Social Studies curriculum have been made to accommodate the needs of the students and the instructor. Working from a position of relative innocence about what students really needed educationally, two things were of paramount importance. One, it was felt the curriculum developed must be in response to student needs, and two, evaluation techniques had to be found and used to discover those needs. During the first two years many trial and error procedures were used. Generally, four basic areas of change occurred, all in response to formal and informal evaluation:

1. Classroom management changed from unstructured to highly structured (as appropriate to the needs of students).
2. There was a change in emphasis from student set expectations to teacher set expectations (with student input).
3. There was a change in emphasis from creative, abstract, open ended learning activities, to concrete structured activities.
4. There was a change from group centered teaching process to highly individualized learning.

Students were encouraged at all times to give feedback about materials and teaching methods. Formal classroom evaluations were conducted quarterly to give each student a chance to evaluate the course. Individual conferences provided a rich source of feedback. Changes in curriculum were made according to the response given. Invariably, students indicated a need for more structure, more concrete material and more individualization. Students responded responsibly and positively to the opportunity to evaluate materials and methods used in the classroom. Perhaps the most important result has been that the students are actively involved in shaping the learning situation they are involved in.

Methods--Alexander Ramsey High School

The primary tool used in Ramsey Focus Social Studies is individualization. It is used to motivate students, add relevance, and meet specific learning needs. Students are expected to participate in determining what they do in class. Within a basic structure, students are free to "negotiate" a learning contract that must meet the instructor's approval. Constant evaluation and open feedback are necessary to make a highly individualized program work. A student must always know where he's at, and he must be invited to give evaluation of materials and structuring as well as evaluation of his performance. Subsequent contracts must reflect this input. Given the opportunity, in a one-to-one situation, few students sell themselves short when there is an expectation of growth.

Grades motivate Focus students. They can be made meaningful with good communication. The meaning of a grade should be clear, and every student should have the opportunity for an A within the individualized system. Feedback is important and students need to know daily how they're doing. They need concrete recognition as well as praise.

Evaluation. There are two dimensions to the Ramsey Focus social studies evaluation. Evaluation of the students' work and participation is continuous and openly communicated. Grades are important to our students and they have impact. Students receive daily a certain number of points for attendance and participation. These determine part of a weekly grade. The other part of the weekly grade is determined by contract work accomplished. Weekly grades are averaged for the quarter. Every effort is made to give students daily information about how they are doing.

Evaluation of the course, including materials, methods and structure is also continuous and openly communicated. Students are expected to share their evaluation of the course on a quarter review, and through individual conferences. It is important for the instructor to seek out this evaluation and act on it. Particular attention should be paid to individual student's needs about the relevance of materials, timing of assignments and classroom methods and structure. If you listen, you will learn about your students' needs and how to adapt your classroom to accomplish your goals in a meaningful way.

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"Synopsis" Program (every other week), Chicago, Curriculum Innovations.

Promise of America: five volumes (teacher's guide), Glenview, Illinois, Scott Foresman & Company.

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"Loyalties"
"Imagination"
"Drugs"
"Future"
"Law"
"Prejudice"

Harcourt, Brace, Jovanovich, Chicago, Illinois:

"Man as Individual"
"Man as Group Member"
"Man in Culture"
"Man as Policy Maker"
"Man in His Environment"
"Man as Producer"
"Man in Groups"
"Man's Attitudes"
"Man's Government"
"Man's Settlements"
"Man's Economic World"
"Man's Changing Cultures"

Ginn & Co., Xerox Education Center, Columbus, Ohio:

"Israel"
"China"
"Thailand"
"Japan"
"India"
"Eastern Europe"
"Soviet Union"
"Justice & Order Through Law"
"Opposing Viewpoints: 1) The Ecology Controversy, 2) America's Prisons, 3) The Sexual Revolution, 4) Constructing a Life Philosophy"

AEP or Xerox Ed. Co., Columbus, Ohio:

"Privacy"
"It's Your Money"
"Moral Reasoning"
"The Penal System
"Liberty and the Law"
"Courts and the Law"
"The American Woman"

AMERICAN HISTORY

Read the following and be ready to answer the questions.

A value is an ideal. Values are beliefs in the idealized ways of living and activity. Because values are beliefs, they serve to inspire the members of the society in the approved ways. Basic values are ideal pictures, and they provide a means of judging the quality of actual behavior.

How can one decide if an idea or thought is a value?

1. The extensiveness of the value is important. How much of the total population embraces the value? (How many people believe in success through hard work?)
2. Duration of the value is another criterion. Has it persisted over a long period of time? (How long has the idea of freedom lasted in the United States?)
3. The intensity with which the value is sought or maintained by the population. (How strongly do you feel about making an excellent salary in your later years?)
4. The prestige of the value carries. (How many important people in America believe in free enterprise?)

GROUP DISCUSSION QUESTIONS

1. Where do we, as Americans, get these values? List all possible sources.
2. Where do these sources (question 1) get their values?
3. Which sources seem to be most powerful?
4. To what degree do we accept these values without really thinking about them?

GUIDE SHEET FOR DISCUSSION OF "VALUES"

Terms that may need to be defined:

1. ideal - perfection of a kind (as opposed to actual or what exists)
2. institution - significant practice, relationship or organization in a society or culture.
3. determinism - doctrine that acts of the will, occurrences in nature, or social or psychological phenomena are determined by previous causes.

I. Where do we, as Americans, get these values. Mention all possible sources.

(a) Family
Home
Church
Government
Political parties
Media
Organizations

Institutions

(b) What values do we get from the above institutions?

II. Where do these sources get their values?
Emphasize tradition and continuity - continuous tradition

III. Open ----- home?

IV. Define determinism - does this apply.
Concept - Values are beliefs that are transmitted through institutions; they are accepted and are continuous in tradition.

Assumptions:

1. Values are transmitted by institutions
2. Values shape our out looks.
3. We are seldom aware of values for we are too close to them.
4. We may examine values to understand problems which may come.
5. Everyone does not act according to values.
6. Values may conflict. (Freedom vs success)
7. All values may not be virtues.

Illustrate by example 3 of the following assumptions about values. (6)

1. Values are transmitted by institutions.
2. Values shape our outlooks.
3. Everyone does not act according to his values.
4. Values may conflict.
5. All values may not be virtues.
6. Some values are discarded, some remain and some are changed.

What assumptions about values can you make about the following? (6)

1. The building of a new ice arena is proposed. This will destroy three acres of swampland. Some citizens oppose the building as they feel this will upset the ecology.

2. It's the aftermath of a tornado. Looters appear on the scene. Investigation by the police reveals that the looters live in the area which was partially destroyed.

3. In order to advance to a better job in a business, a man gives a bad report on another man who is competing with him for the same job.

Name________________
Class Period________

WHERE ARE YOUR PRIORITIES?

Below are listed twenty items, things which people value in their lives. Consider them carefully. Then arrange them in the order of importance to you. Simply number them (from 1 to 20) as you rank them in importance, the most important being number one (1). Use the spaces provided for your numbers. Think!

1. Leisure ________
2. Work ________
3. Money ________
4. Family ________
5. Material Possessions ________
6. Friends ________
7. Privacy ________
8. Responsibility ________
9. Home ________
10. Church and/or religion ________
11. Independence, individualism ________
12. Country ________
13. Education ________
14. Peace ________
15. Law and Order ________
16. Racial equality ________
17. Health ________
18. Security ________
19. Peace of Mind ________
20. Popularity ________

American History

Unit: Colonial Era

Objectives: By the end of the unit the student should be aware that:

1. The discovery and exploration of the new world was a result of old world developments.
2. As a result of discovery and exploration, culture was diffused and assimilated.
3. Early American values influence our society today.
4. There are differing opinions of how colonists became Americans.

Terms to be defined:

1. culture
2. society
3. civilization
4. assimilation
5. diffusion
6. Renaissance
7. nation state
8. feudalism
9. commercial revolution

Assigned reading:

American History - Review Text, Chapter 1., Discovering American History, PP. 2-16, 25-35, 40-49, 50-55.

Movie: The Crusades

Study Questions: To be written out. Due date, Monday, Oct. 18.

1. How was the discovery and exploration of the new world the result of old world developments? (Am. Hist. Review Text)
2. Answer questions 1 and 4, page 13 in Discovering American History.
3. Answer questions 1, 3, 4, page 17.
4. Answer questions 5, page 36.
5. Answer questions 1-5, page 50.
6. Answer questions in concluding exercise, page 55.

General Questions for Group Discussion:

1. Compare present views of the unknown with 12th and 13th century ideas of the unknown.

2. Why did the English predominate over the Spainish and French in colonizing North America?

3. From the assigned reading and the definitions given for culture and society, answer the following question:

   Do we today have an American culture? Do we have an American society? Can different cultures exist within one society?

Diffusion

Our solid American citizen awakens in a bed built on a pattern which originated in the Near East but which was modified in Northern Europe before it was transmitted to America. He throws back covers made from cotton, domesticated in India, or linen domesticated in the Near East, or wool from sheep, also domesticated in the Near East, or silk, the use of which was discovered in China. All of these materials have been spun and woven by processes invented in the Near East. He slips into his moccasins, invented by the Indians of the Eastern woodlands, and goes to the bathroom, whose fixtures are a mixture of European and American inventions, both of recent date. He takes off his pajamas, a garment invented in India, and washes with soap invented by the ancient Gauls. He then shaves, a masochistic rite which seems to have been derived from either Sumer or ancient Egypt.

Returning to the bedroom he removes his clothes from a chair of southern European type and proceeds to dress. He puts on garments whose form originally derived from the skin clothing of the nomads of the Asiatic steppes, puts on shoes made from skins tanned by a process invented in ancient Egypt and cut to a pattern derived from the classical civilizations of the Mediterranean and ties around his neck a strip of bright-colored cloth which is a vestigial survival of the shoulder shawls worn by the seventeenth-century Croations. Before going out for breakfast he glances through the window, made of glass invented in Egypt and if it is raining puts on overshoes made of rubber discovered by the Central American Indians and takes an umbrella, invented in southeastern Asia. Upon his head he puts a hat made of felt, a material invented in the Asiatic steppes.

On his way to breakfast he stops to buy a paper, paying for it with coins, an ancient Lydian invention. At the restaurant a whole new series of borrowed elements confronts him. His plate is made of a form of pottery invented in China. His knife is of steel, an alloy first made in southern India, his fork a medieval Iranian invention, and his spoon a derivative of a Roman original. He begins breakfast with an orange, from the eastern Mediterranean, a cantaloupe from Persia, or perhaps a piece of African watermelon. With this he has coffee, and Abyssinian plant, with cream and sugar. Both the domestication of cows and the idea of milking them originated in the Near East, while sugar was first made in India. After his fruit and first coffee he goes on to waffles, cakes made by a Scandinavian technique from wheat domesticated in Asia Minor. Over these he pours maple syrup,invented by the Indians of the Eastern woodlands. As a side dish he may have strips of the flesh of an animal domesticated in Eastern Asia which have been salted and smoked by a process developed in northern Europe.

When our friend has finished eating he settles back to smoke, an American Indian habit, consuming a plant domesticated in Brazil in either a pipe, derived from the Indians of Virginia, or a cigarette, derived from Mexico. If he is hardy enough he may even attempt a cigar, transmitted to us from the Antilles by way of Spain. While smoking he reads the news of the day imprinted in characters invented by the ancient Semites upon a material invented in China by a process invented in Germany. As he absorbs the accounts of foreign troubles he will, if he is a good conservative citizen, thank a Hebrew diety in an Indo-European language that he is 100 per cent American.

Ralph Linton, The Study of Man.

Colonial Life
Work Sheet

Terms to define:

indentured servant
head-right system
quit rent
triangular trade
suffrage

Questions:

1. Why did colonial population grow rapidly?
2. What three main social classes developed?
3. What determined the kinds of houses people lived in?
4. What effect did the frontier have in helping to develop a democratic society? How did life on the frontier differ from life on the coast?
5. How did agriculture differ from one group of colonies to another?
6. In what ways other then agriculture did people make a living?
7. What manufactured goods were made in the colonies?
8. Describe the "triangular trade".
9. Why was it difficult for the colonies to carry on commerce?
10. From what source did the colonial governments take their ideas and organizations? What did all colonial governments have in common?
11. Who could vote?
12. What provisions for education were made in the colonies? What were the purposes of colonial education?
13. Who were the important colonial writers? On what subjects did they write?
14. What was the importance of the Zenger trial?
15. How did the colonists provide for amusement & recreation?

Value Systems and Philosophical Attitudes

Puritan 1600-1675	Enlightenment 1750-1800
GOD	GOD
My God is a stern, Old Testament God, an absolute sovereign, omnipotent and omniscient, who rules His universe, which He created.	My God is a skilled watchmaker who created a magnificent watch, my universe, but who is indifferent to His creation.
Origin: Adam and Eve, my ancestors, committed original sin.	Origin: I was created by God with the wonderful power of reason.
Purpose: I must glorify God	Purpose: I must use my reason to live in harmony with nature.
Destiny: God predestined (elected) me to heaven or hell	Destiny: I am uncertain about life hereafter; I am concerned with progress on this earth.
Self-Image	Self-Image
Real: Born evil, I am a totally depraved sinner because of the fall of Adam and Eve.	Real: I am merely one cog in the watchlike universe-but an atom of self-interest.
Social: I must try to show signs of my election by leading a strictly pious life according to the dictates of my church and conscience.	Social: I want others to think of me as a rational, moral, hard-working individual.
Ideal: I will show evidence of my election if I make a spiritual and material success of my life.	Ideal: I will use my reason to improve myself intellectually, morally, and materially.
Environment	Environment
Man: I want self-government and theocracy. I want the opportunity for social mobility.	Man: God gave me natural rights. I must create a government in harmony with natural law. This government will garantee my natural rights and will be led by a natural aristocracy.
Physical Environment: My physical environment is a hostile wilderness whose challenges I must meet with hard work, whatever holy calling God calls me to. I want the opportunity to acquire private property.	Physical Environment: To live in harmony with natural law I must investigate the laws of the physical universe and apply them for the advancement of my material life.

Name ____________

Hour ____________

Unit Test - American Values

Choose the correct numbered answer:

_____ 1. An important result of the Crusades was (1) European colonies in India (2) spread of Moslem religion in Spain (3) diffusion of culture (4) rise of importance of the middle class.

_____ 2. In the 14th and 15th centuries Europeans tried to find a water route to Asia in order to (1) break Italian trade monopoly (2) increase progress of agriculture (3) add new territory to their empires (4) take surplus population to Asia.

_____ 3. Which of these countries had an empire in the Americas before a permanent colony had been established by any of others? (1) Spain (2) France (3) England (4) Holland

_____ 4. In which of these occupations were the English colonists superior to the French? (1) Indian traders (2) Farmers (3) Missionaries (4) Explorers

_____ 5. Most of the people who came to America during the colonial period came for which types of reasons? (1) Economic (2) Political (3) Cultural (4) Religious

_____ 6. What was the most important reason why there were no large plantations in the New England colonies? (1) Slavery was not allowed there (2) Most people lived in towns (3) People preferred to trade (4) Soil and climate

_____ 7. In which of the following was public education most firmly established in the colonial period? (1) Massachusetts (2) New York (3) Virginia (4) Maryland

_____ 8. In colonial times, the so called "triangular trade" involved commerce in (1) sugar and molasses with West Indies (2) silks and spices with China (3) gold and silver with Central America (4) furs and lumber with Canada

_____ 9. Early colonists who worked for a number of years for their passage to America were called (1) slaves (2) patrons (3) indentured servants (4) sharecroppers

_____10. Which of these was not considered the right of all colonists? (1) Right to bear arms (2) Free speech (3) Trial by jury (4) Right to vote

_____11. Colonial New England received much of its wealth from (1) cotton manufacturing (2) Steel making (3) Shipping (4) Leather goods

_____12. The middle colonies were nicknamed (1) Sewer of America (2) Slave states (3) Land of Sky Blue Waters (4) Bread basket of Colonies

True-False Please use + or 0

_____ 1. Spain had a large empire in America before French colonization began.

_____ 2. Merchants were one of the major groups in early Middle Ages.

_____ 3. Religious discontent stimulated settlement in the New World.

_____ 4. Religion was the main reason for colonization in America.

_____ 5. The Puritans in New England practiced religious toleration.

_____ 6. Smuggling was practiced by Colonial merchants and seamen.

_____ 7. The Zenger Trial involved freedom of speech.

_____ 8. Colonial democratic practices had their origins in English rights and privileges.

_____ 9. Puritans believed that a man could be saved by doing good deeds and living a good life.

_____10. The first English colonies were founded by the English government.

_____11. Social class distinction was less on the frontier than in the cities.

_____12. Tobacco was the principal export of the Southern colonies.

_____13. Most colonial people made their living by farming.

_____14. Nearly all colonial writing consisted of romantic fiction and poetry.

Discussion: (10) Using the definition of culture in your notebooks, answer this question. "Do we have an American Culture?" Why or Why not?

Unit: American Values

This unit was designed to start students thinking about their personal values as well as American values. Materials included in the packet were gathered and developed by a number of social studies teachers at Kellogg High School. Dittoed current readings from newspapers and magazines are used each year to illustrate assumptions about values.

Goals:

1. The discovery and exploration of the new world was a result of old world developments.
2. As a result of discovery and exploration, culture was diffused and assimilated.
3. Early American values influence our society today.
4. There are differing opinions of how colonists became Americans.

Objectives:

1. To gather data from primary sources, questionnaires and texts.
2. To make generalizations from collected data.
3. To understand multiple causation of events in history.

1. **UNIT TOPIC:** PRISONS - Punisher or Change Agent?

2. **OBJECTIVE:** At the end of this unit you will be able to state your views about the function or job of prisons, and design a model prison which illustrates your views.

3. **INSTRUCTIONS:**
    1. Take the pre-test which is Part 1 of this unit.
    2. Since the unit is based on attitude development, all students will be asked to proceed to the learning activities which are Part 2 of the unit.
    3. After all the learning activities have been completed, take the post-test.
    4. Present your finished work to your teacher for evaluation and credit.

I. PRE-TEST

1. Open the Future Learning Map, found in the materials folder, to Activity.
2. Look over the information for Prison Model A, B and C carefully.
3. Evaluate statements 1 thru 12 in the Opposing Viewpoints Column, choosing the number on the continuum which closely identifies your evaluation of each statement's degree of truth or falsehood.
4. Record your responses on the answer sheet provided.
5. Move on to the Larning Activities in Part 2.

II. LEARNING ACTIVITIES

1. Look carefully at the cartoon that follows the Future Learning Map in the materials folder. Write a paragraph explaining in detail what you think the cartoon means.
2. Read one or more of the following articles which describe the function or job of prisons. All the articles are in the materials folder.
   a. "Criminals Should be Cured, Not Caged", Time Essay.
   b. "Programmed People" , The Outlaw, Journal of the Progressive Unio
   c. "A Long Somber History", David Giel, St. Paul Dispatch & Pioneer Press.
   d. "The Road Back - Where?", Robert Ostermann, Crime and Juvenile Delinquency.
   e. "Trial by Ordeal", a case study. Caryl Chessman, Crime and Juvenile Delinquency.
3. View the film, "Men in Cages". (Available through Correctional Services of Minnesota).
4. Examine Activity 4 in the Future Planning Map, a case study. Follow the instructions. Write a summary of the reasons for the alternative you choose as warden of the prison.

Now that you are finished with the learning activities, take the following post-test.

III. POST-TEST

1. Using a second answer sheet, go through the Opposing Viewpoints Column again, re-evaluating your position in the light of the learning activities you have just completed.
2. Summarize or list your views about the function or job of prisons. Be sure to think in terms of these needs:
   a. size and structure of prisons
   b. vocational training
   c. punishment
   d. staffing
   e. psychological needs
   f. sexual needs

2.
3.

POST-TEST CONTINUED:

3. From your list, design a model prison that does the job you describe. Use diagrams, make floor plans, and describe programs or experiences that you think prisons should have. Models A,B,C, of the Future Planning Map might be helpful.

Hudak Soc. Studies
Name ____________________

Answer Sheet for Opposing Viewpoints Column

Choose the number on the continuum which most closely identifies your opinion about each statement's degree of truth or falsehood.

1. To protect society future prisons must more closely resemble Model A than B or C.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True | Partially True | Partially False | Completely False

2. All prisons should be abolished and society should find alternative ways to treat criminals.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True | Partially True | Partially False | Complately False

3. Prison A would protect society from criminals better than prison B.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True | Partially True | Partially False | Completely False

4. Prisons endanger society. Most inmates eventually get out of prison and are more alienated and dangerous than when they entered.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True | Partially True | Partially False | Completely False

5. Prisons deter or discourage people from committing crime.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True | Partially True | Partially False | Completely False

6. Most people would rather see a person who beat and robbed them sent to prison A rather than prison B.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True | Partially True | Partially False | Completely False

7. Most people would rather be sent to prison B if they were convicted of a crim

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True | Partially True | Partially False | Completely False

8. Punishment must always be part of a good prison rehabilitation program.

+	5	4	3	2	1	0	1	2	3	4	5	-
	Completely True			Partially True			Partially False		Completely False			

9. Conjugal visits should be permitted for married and single inmates in all prisons.

+	5	4	3	2	1	0	1	2	3	4	5	-
	Completely True			Partially True			Partially False		Completely False			

10. Prison A would more effectively rehabilitate inmates than prison B.

+	5	4	3	2	1	0	1	2	3	4	5	-
	Completely True			Partially True			Partially False		Completely False			

11. Prisons have generally failed to rehabilitate. Most inmates return to crime shortly after their release.

+	5	4	3	2	1	0	1	2	3	4	5	-
	Completely True			Partially True			Partially False		Completely False			

12. Rehabilitation would be difficult in prison B because many inmates would escape before they could be helped.

+	5	4	3	2	1	0	1	2	3	4	5	-
	Completely True			Partially True			Partially False		Completely False			

When you have finished your evaluation of the 3 prison models, go back to the unit instructions for further directions.

Hudak Soc. Studies
Name ____________________

Answer Sheet for Opposing Viewpoints Column

Choose the number on the continuum which most closely identifies your opinion about each statement's degree of truth or falsehood.

1. To protect society future prisons must more closely resemble Model A than B or C.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely Partially Partially Completely
True True False False

2. All prisons should be abolished and society should find alternative ways to treat criminals.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely Partially Partially Complately
True True False False

3. Prison A would protect society from criminals better than prison B.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely Partially Partially Completely
True True False False

4. Prisons endanger society. Most inmates eventually get out of prison and are more alienated and dangerous than when they entered.

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Completely Partially Partially Completely
True True False False

5. Prisons deter or discourage people from committing crime.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely Partially Partially Completely
True True False False

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Completely Partially Partially Completely
True True False False

7. Most people would rather be sent to prison B if they were convicted of a crim

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True True False False

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Completely True Partially True Partially False Completely False

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Completely True Partially True Partially False Completely False

12. Rehabilitation would be difficult in prison B because many inmates would escape before they could be helped.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True Partially True Partially False Completely False

When you have finished your evaluation of the 3 prison models, go back to the unit instructions for further directions.

AMERICAN HISTORY

SUPPLIER	MATERIAL	COST	DESCRIPTION
Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632	American Adventures Program Vols, 1-4 record and history lab for each		About 5th grade reading level. Very short selections with worksheets.
Scott Foresman & Company 100 East Lake Avenue Glenview, Illinois 60025	History in Paperback Promise of America 1) Sidewalks etc. 2) Unfinished Story		Five volumnes--Excellent! Practice social studies skills as well as relevent material.
Ginn& Co. Xerox Education Center P.O. 2649 Columbus. Ohio 43216	Episodes in American History		For more advanced students--Inquiry method.
Perfection Form Co. Logan Iowa 51546	Acrostic Puzzles from History	4.95	Something for fun as well as learning
Social Studies School Services 10 000 Culver Blvd. P.O. Box 802 Culver City Col. 90230	Fun Activities in American History	5.95	Something for fun as well as learning.
Ideal School Supply Co. Oak Lawn Illinois 60453	U. S. History Individualized Activities (Rouser)		For make-up days.

SOCIAL STUDIES

SUPPLIER	MATERIAL	COST	DESCRIPTION
Houghton Mifflin Co. Geneva, Illinois	Justice in Urban America Series		
Scott Foresman & Co. Glenview, Illinois	Promise of America		
Scholastic Book Services Englewood Cliffs, NJ	Layatties	1.50	
	Imagination	1.50	
	Drugs	1.50	
	Future	1.50	
	Law	1.50	
	Prejudice	1.50	
Harcourt, Brace, Jovanovich Chicago, Illinois	Man As Individual	1.59	
	Man As Group Member	1.59	
	Man In Culture	1.59	
	Man As Policy Maker	1.59	
	Man In His Environment	1.59	
	Man As Producer	1.59	
	Man In Groups	1.59	
	Man's Attitude	1.59	
	Man's Government	1.59	
	Man's Settlements	1.59	
	Man's Economic World	1.59	
	Man's Changing Cultures	1.59	
AEP or Xerox Ed. Col Columbus, Ohio	Privacy	1.00	
	It's Your Money	1.00	
	Moral Reasoning	1.00	
	The Penal System	1.00	
	Liberty and the Law	1.00	
	Courts and the Law	1.00	
	The American Woman	1.00	
Scott, Foresman and Co. Glenview, Illinois	People and the City Series	.99	

SENIOR SOCIAL STUDIES

SUPPLIER	MATERIAL	COST	DESCRIPTION
Houghton Mifflin Co. 1900 South Batavia Ave. Geneva. Illinois	Justice in Urban America Series Law and the City Crimes and Justice Law and the Consumer Poverty and Welfare Landlord and Tenant Youth and the Law	1.30@	Each book has actual court cases which are appropriate examples.
Ginn & Co Xerox Education Center P.O. 2649 Columbus, Ohio 43216	Status Negro Views of America	.50 .50	Twenty-four topics to choose from
Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632	Contact Series The Future, Can We Shape It? Logbook	 2.50 1.20	
	Reading Charts & Tables Social Studies Crossword Puzzles	6.95 6.95	Spices up the curriculum.
	Search Economic Simulations Government Simulations	.95 .95	
Joint Council on Economic Education 1212 Avenue of the Americas New York, New York 10036	Games and Simulations for Teaching Economics	2.25	
Allyn & Bacon Inc. - LINK DRIVE Rockleigh, New Jersey 07647	Early 20's--Late 60's Delinquency Incidents and Effects of Poverty Roles of Modern Women Class and Race in the U.S.	7.77 for 10 7.77 for 10 7.77 for 10 7.77 for 10 7.77 for 10	Short paperback study units Sociological approach -- Some material is difficult reading--Twenty-three topics to choose from.

SENIOR SOCIAL STUDIES

SUPPLIER	MATERIAL	COST	DESCRIPTION
W. H. Sadlier Inc. 11 Park Place New York New York 10007	You the Consumer (Linder and Selzer) Book, research and discovery book, teachers guide	3.00	Good basic text--paperback
Greenhaven Press Box 831 Anoka, Minnesota	Racist Reader (McCuen)	3.95	
	Plan Tomorrow's Society	.95	
	Determine Family Sex Roles	.95	Simulation games
	Plan Tomorrow's Prisons	.95	
	Prison Study Kit	52 20	
Pendulum Press Academic Building Box 509 Saw Mill Road West Haven, Conn. 06516	Body Breakers (Ellison)	1.45	Factual information for Consumer education.
	Car Purchase &Maintenance(Pagno)	1.45	
	Consumer Purchasing (Randall)	1.45	
	Dollar Power (Johnson)	1.45	
	Government Service (Corr)	1.45	
	Majority at 18 (Webb)	1.45	
	Teenager and Family (Webb)	1 45	
Perfection Form Co. Logan, Iowa 51546	Getting It Together	3.95	Basic psychology paperback reader with end of chapter questions review and other activities.
Social Studies School Services 10,000 Culver Blvd. Culver City, Col. 90230	Futuribles	9.95	
	Consumer Swindles and How to Avoid Them	.80	
	Consumer Complaint Guide	2.95	
	Negotiate	3.00	

FOCUS SOCIAL STUDIES

Social studies goals and objectives of the Focus program are consistent with the revised philosophy of the Focus program of Columbia High School. A positive self-image and growth program that will provide an environment where development of skills and understanding of meaningful purpose in the society of today.

The term "social studies" refers to the instructional field which includes the subjects of history, civics, sociology, problems of democracy, geography and economics.

There are valid and significant functions to be served by history in the Focus curriculum. One is to transmit those moral agreements which are deepened and enriched by the passage of time and the successive experiences of many generations, and which can serve as information for the appraisal of social change. Another is to provide the source for awareness and appreciation of the intellectual knowledge we have inherited from the past. A third is to provide a basis for more accurate understanding of contemporary social, political, and economic problems. History contributes to the reflective thinking process by helping us to define more clearly these problems. A fourth function of history is to contribute to personal enrichment and satisfaction. In Focus, there is an effort to establish and organize a part of the program around current problems that will encourage rational thinking, generalizations, comparisons and contrasts to everyday life.

In the process of relating the past to the present, a geographic understanding is necessary and plays an important part in the development of insight into social processes and problems. An adequate social studies curriculum in a Focus program, therefore, is one which makes systematic provision for the study of the complex relationships between student and his environment.

In the absence of formal geography courses, considerable attention must be paid to geographic understanding. In the Focus program we try to emphasize concepts and ideas rather than straight factual material.

Our social problems are caused by groups and individuals, therefore individual as well as group efforts are necessary to solving these problems.

The local community provides the Focus student with experiences and social processes outside his home. These contacts and social processes are brought into the social studies classroom for discussion. Few conclusions are evidenced but expressions and ideas are fostered with no student discouraged from participating.

Issues of local government are stressed not only in a separate unit, but also in its relationship to other community functions. The study of state and national government, however, is sometimes questioned on the grounds that these topics are outside the defined scope of the local community. Including these topics in the Focus program of social studies can be defended on the grounds that it is undesirable to separate the study of local government from that of wider areas. Local governments derive their authority from the state, and state governments function within the scope of our national constitution. In addition, many students have no further direct study of government in the senior high school program.

Considerable flexibility is necessary and desirable in the Focus program. Students like worksheets and study guides which provide immediate feedback from the teacher. They receive certain number of points for completing a worksheet or report on the subject being studied, and a running tally is kept so that a student knows his progress at all times during a grading period.

Using literature to interpret history, government, sociology, economics, as well as current problems appears to be a feasible way to keep the Focus student interested and active.

Some difference of opinion exists concerning the use of the "problem solving" method. With this method the Focus students not only learn about the problem area, but engage actively in the attempt to solve the problem, gather data, set up tentative conclusions, and if possible, test these conclusions in practice. This method has the advantage of offering direct practice in the skills of problem solving or reflective thinking.

The Focus social studies program utilizes various methods of teaching because it becomes necessary to keep the Focus student interested, and to guide without his knowing that he is being guided. It is desirable to allow the student to move toward the center of his interest with a combination of individual and group studies. Problems are caused by both individuals and groups, therefore both group and individual studies are necessary for practical application. Sometimes it becomes necessary to divide the groups and allow the individual to choose his individual interest and work out his problems. A student will learn and understand more if allowed to follow his guided interests. When the student finds information of great interest he will move toward the group and relate his interest with the group.

In certain instances, a rather close connection can be made between developmental tasks and grade level themes in subject fields. For example, it is clear that high school seniors face certain tasks involved in their developing status as young adults. They are directly concerned with problems of employment, family living, boy-girl relationships, and the like. It is logical and obvious then, to spot twelfth-grade social studies as appropriate for the study of personal and social problems, and we find such allocation in our Focus program at Columbia High.

Students, like teachers and others, react to situations not only intellectually, but emotionally. They need to belong, to participate, to gain status, and to acquire the emotional security which brings to them a sense of order and stability in a complex and changing environment, such as the "mainstream" school. In the Focus program at Columbia we try to remove hazards or threats found in the mainstream program, and keep continuing activity in special projects designed to put across the same objectives found in the traditional school curriculum.

Evaluation in the social studies program of Focus requires us to reward the student in a way that is easy for him to understand. In Focus, we use a daily point system. For each minute worked, the student receives one (1) point. If he is present and on time, it is worth ten (10) points. If he works for 30 minutes during the period this will give him 40 points for the day. Extra work done outside of the Focus class will give him bonus points. The work done in class must be recorded on that day, and the student is informed (if he wishes) of his daily grade. The class record can be kept by the student as well as by the instructor, and can be posted in a prominent place within the classroom. Participation in discussion is important and credit is given when ideas are exchanged and students listen to each other without "put-downs." Students are not in competition with each other, but each student has individual expectations to be met. Other than grades, a class may go out to breakfast, or be rewarded for conduct and perfect attendance with a "free" day. They may do as they wish on these free days as a reward, but it must be in keeping with the Focus philosophy. The point system used in the Focus social studies program is as follows:

300 points per week is valued as an "A"
200 points per week is valued as a "B"
175 points per week is valued as a "C"
150 points per week is valued as a "D"

Students are encouraged at all times to give feedback about materials and teaching methods. Formal classroom evaluations are conducted when it becomes necessary. Individual conferences provide a rich source of feedback and students have responded responsibly and positively when given the opportunity to evaluate materials and methods used in the Focus program. We encourage the student to express himself in constructive ways with open communication very desirable.

Methods we do not use in the Focus program are:

1. We do not give long range assignments such as research papers which provide little immediate feedback.

2. We do not use silent film strips. They are boring to the student. Movies and film strips with records or cassettes are more desirable.

3. We do not stretch units to fit the time schedule.

4. We do not use text books, but instead rely on special materials which meet current needs.

5. We do not keep disruptive students in the program. A heart to heart private talk is suggested to help the student stay on the right track.

6. We do not restrict discussion of a current problem. Guidance is necessary, of course, but the staff teacher must guard against directing all discussion.

7. We do not neglect poor readers, but try to find material to fit.

8. We do not criticize, except in a constructive way and never where others can hear.

9. We do not neglect a student in a mainstream school course, such as government, but try to give time and aid in understanding the problems confronting the student.

10. We do not keep the student in the dark as to what is expected of him.

Developmental activities which are used include:

1. Research-type activities such as reading, interviewing, listening to the radio, watching T.V., seeing motion pictures and other visual aids.

Social Studies - cont'd

2. Presentation-type activities such as reports, panel and round-table discussions, showing of visual aids, and making graphs and charts.

3. Creative expression activities such as handwork, drawing pictures, creating maps, writing stories, reading plays and poems, and singing and playing music.

4. Drill activities which are used when students in the group encourter obstacles to further progress. As an example, a Focus class working on raising funds for a project might find that it needed review and drill in certain phases of book-keeping or arithmetic. These would then be coordinated with other areas of Focus to provide the tools with which the students could better approach the project.

5. Physical activities such as softball games, basketball games, volleyball games, or some other physical activity.

SUMMARY:

Particular attention should be paid to individual student's needs about the relevance of materials, timing of assignments and classroom methods and structure. The student must be aware of the interest of the teacher in the student.

It is recommended that planning incorporate the following characteristics:

1. Respect for and use of our intellectual and moral traditions.

2. Broad and comprehensive interpretation of the studies.

3. Widespread cooperative participation in the study of educational needs and problems.

4. Freedom of action for local communities and for individual learners.

5. Democratic principles learned and practiced.

6. Awareness of social trends and problems.

7. An all-out effort of all to understand the purpose of education, and to learn to evaluate "petty" politics.

8. To be a consumer of goods in a constructive way.

9. To be AWARE.

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American Political Behavior	Book One (paperback) Mehlinger and Patrick Ginn & Co., 1970
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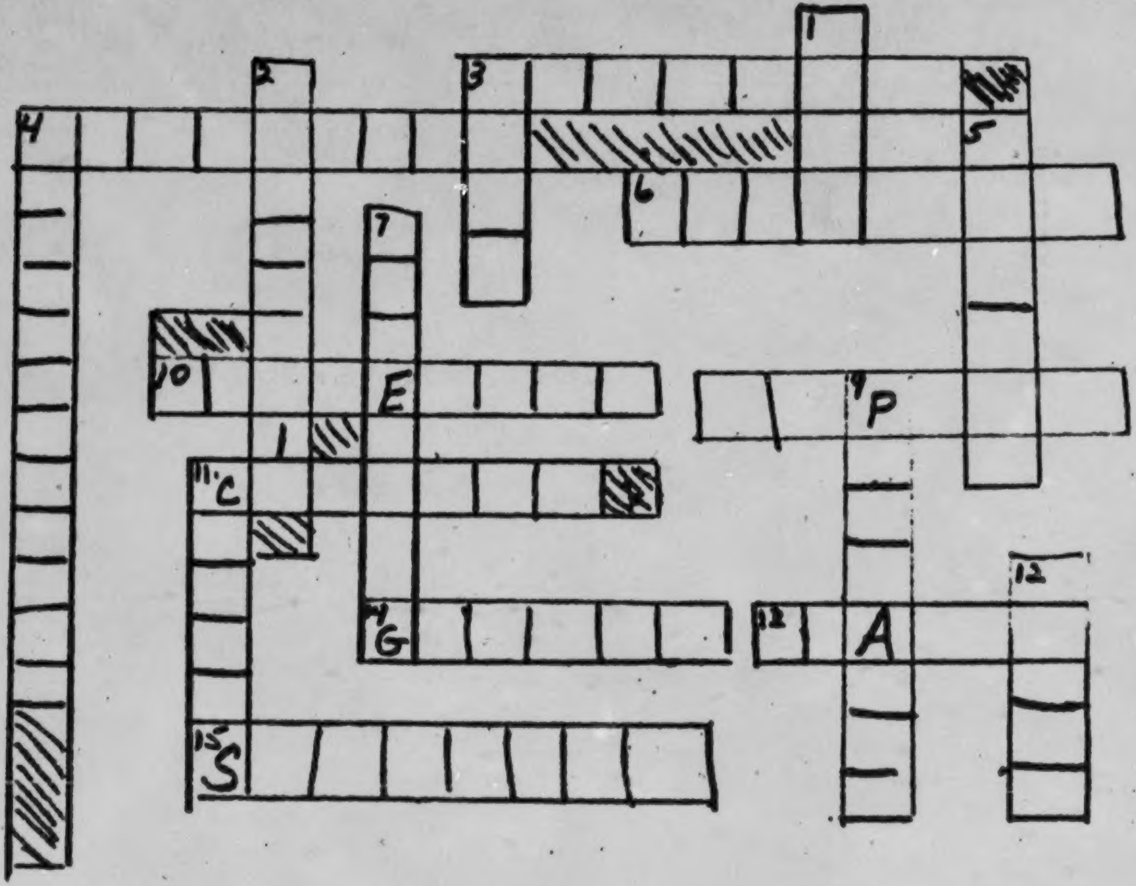
SAMPLE

FOCUS HISTORY **Final Exam** **Name**____________________________



Fill in the boxes of the crossword puzzle with the names of important men.

Across

3. Cardinal who ruled as the successor of Richelieu.
4. Venetian traveler to the Orient.
6. Leader of the Northern Renaissance who was born in the Netherlands.
8. Confirmed Copernious' observations through mathematics.
10. Cardinal who centralized the French Government.
11. Louis XIV's finance minister.
13. English sea dog who attacked Spanish shipping.
14. Florentine who is considered the first Renaissance painter.
15. Ruler of the Ottoman Empire from 1520 to 1566.

Down

1. Sailed around the Cape of Good Hope in 1487.
2. Author of the Decameron.
3. English Humanist who wrote Utopia.
4. Painted the ceiling of the Sistine Chapel.
5. Leader of the Reformation in Germany.
7. Printer from Nainz, Germany
9. Father of Humanism who wrote lyric poetry.
11. Spaniard who invaded Mexico.
12. Was known as "the great" in Russia.

REALITY THERAPY WORK SHEET

NAME______________________________

1. What inadequacy is common for those who need psychiatric treatment?

2. What are some of the common symptoms of those who have psychiatric problem

3. What are four of the examples Glasser uses to show how some people "deny the reality of the world around them?"

4. What are some ways that you "deny the reality of the world around you?"

5. Glasser refers to two basic psychological needs. What are they?

6. What is the basic role of psychiatry?

7. What is necessary before we can feel worthwhile?

8. What are four things you do that make you feel worthwhile?

9. Discuss briefly your understanding of the concept of the need to love and be loved as explained by Glasser. How does this need become fulfilled? What happens to people who don't feel this way? What can be done about it?

10. How does Glasser define responsibility?

11. How does Glasser define the mentally ill?

12. What are eight (8) responsibilities that you have?

13. Which of the above responsibilities are not being fulfilled adequately?

14. Glasser makes two statements concerning discipline and love. What are they?

15. How is responsibility taught?

16. What effect does love and discipline have on learning responsibility?

17. What do parents need before they can show by example the need for discipline, according to Glasser?

18. What are 3 procedures necessary in teaching reality?

19. Discuss the concept of involvement as used by the therapist in reality therapy.

20. What does Glasser mean when he talks about responsibility for behavior?

21. What does the therapist do when a client does or does not behave responsibly?

22. Discuss briefly the relationship between happiness and responsibility.

23. What is irresponsibility?

24. When is irresponsibility justified?

25. What does Glasser say about reasons for a persons behavior?

26. What is necessary for the client before relearning begins in reality therapy.

27. What is the final phase of treatment in reality therapy?

28. What are Glassers 6 steps in approaching an individual student who is having problems? Explain each briefly.

29. What does Glasser recommend in difficult situations? Explain each step briefly.

PRACTICE EXERCISE IN RECOGNIZING INEFFECTIVE MESSAGES

DIRECTIONS: Read each situation and the message sent by the teacher. In the column, FAULTY SENDING BECAUSE, write in why the teacher's message was not effective sending, using the following list of "sending errors."

Undershooting
Blaming, judging
Indirect message, sarcasm
Sending solutions, orders
Venting secondary feelings
Name-calling
Hit-and-run

SITUATION AND MESSAGE	FAULTY SENDING BECAUSE
EXAMPLE: First-grader left jar of paint open where others might tip it over. "You shouldn't have been so careless to leave the open paint jar there on the table."	Blaming, judging
1. Two kids fighting over who is to play with the clay. "Stop that fighting right now. Neither one of you can play with the clay now."	
2. Child was given permission to go to library if he came right back. He didn't come back for half an hour. "Well, I see you cannot be trusted. You will have to stay after school for a half hour."	
3. A 12 year old ran into a younger child on the playground, knocking him down. "What did you want to do, hurt that little boy?	
4. An 11 year old was talking loudly in class and swearing. "Come up here young man and explain why you are being so impolite and rude."	
5. Child is dawdling getting into line after recess is over. "Let's be considerate of the rest of the class. We are all waiting for you and wasting our time."	
6. Teacher left the room, asking the class to pick up everything and to get ready for the bell ending class. When she came back the room was still not picked up. "Well, I hope you all had a good time messing around while I was gone."	

SITUATION AND MESSAGE	FAULTY SENDING BECAUSE
7. Child walks into room stamping his feet very loudly. "Can't you walk into a room like a normal child? Now you march back out and come into the room like you should."	
8. Child is attracting the attention of others in the class by making funny faces. "Come on, let's not be a little show-off."	
9. As child leaves the room at the end of the period, teacher says, "I am terribly disappointed at you, Bobby, for the way you behaved in class today. I hope you know that."	

Compare your answers with these:

1. Sending solution
2. Blaming, judging
   Venting secondary feeling
   Sending solution
3. Blaming, judging
   Venting secondary feeling
4. Blaming, judging
5. Blaming, judging
   Undershooting
6. Indirect message
7. Indirect message
   Sending solution
   Blaming, judging
8. Name-calling
9. Hit and run

WRITE DOWN CONGRUENT MESSAGES FOR EACH OF THE ABOVE SITUATIONS AVOIDING ALL OF THE "SENDING ERRORS."

1.

2.

3.

4.

5.

6.

7.

8.

9.

LIFE STUDIES

1977 - 78

The curriculum and resources will be drawn essentially from the RMHS Life Curriculum. The order has been changed to accomodate a better match with curriculum in other Focus areas of Math, Group, English, etc.

The format will be to divide 4 major units, Sociology (the Family), Psychology (the individual), Physiology, and Decision Making, into mini units of approximately one week duration. Each mini-unit will consist of experiential activity, reading, group discussion, lecture and evaluation.

The mini units planned with each major unit are: (also the order of presentation is as given below)

I. The Family

A. Definition of Family

1. Historical development
2. Present nuclear family definition
3. Functions of Family

B. Types of Families

1. Nuclear, rural-urban, extended, polygamous, etc.
2. Ethnic heritage
3. Comparison & Contrast

C. The Internal Functioning

1. Definition of role
2. Roles - traditional & modern
3. Stereotyping - male, female

D. Needs in the Family

1. Survival needs
2. Psychological needs
3. Age & sex needs differentiation
4. Needs in conflict

E. Behavior Within Family

1. Resolution of conflict
2. Behavior Modification

F. Family Socialization

1. Parental Values
2. Religion
3. Work
4. Money

G. The Family & Law

1. Law within family - discipline, rules
2. Society laws for family

H. Future of Family

1. Trends in family
2. Ideal family structure for student's future

II. Psychology of Individual

A. Basic Psychological Needs

1. Security
2. Sense of Worth
3. Love & Affection
4. Stimulation
5. Creativity
6. Study of emotions

B. The Learning Process

1. Memory
2. Language & Thought
3. Motives
4. Social Acceptance

C. Childhood

1. Role of parents, peers, environment
2. Development
3. Problems

D. Adolescence

1. Role of parents, peers, environment
2. Development
3. Problems of Age

E. Adulthood

1. Role of family, associates, environment
2. Development
3. Problems

F. Old Age

1. Role of family, peers, environment
2. Development
3. Problems
4. Death

III. Physiology Mini-Units

A. The body as a system

B. Digestive System

1. Anatomy
2. Functions
3. Malfunctions
4. Care of System
5. Grooming

(Same general format for all systems)

C. Circulatory System

D. Respiratory

E. Skeletal-Muscular

F. Excretory and Integument

G. Endocrine

H. Nervous System

5. Alcohol and Drugs

I. Sensory System

J. Reproductive System

5. V.D.
6. Birth Control
7. Abortion
8. Sexuality Attitudes

IV. Decision Making

A. Value Identification

1. Values of family
2. Values of Society
3. Personal Values

B. Information Gathering

1. Identify alternatives
2. Sources of information
3. Priorities

C. Strategies

D. Plans & Goals

1. Goals for summer
2. Goals for next year
3. Goals for life

V. Current Events

As a part of each week's work we will catch up with current events; local, state, national & international with individual projects, readings of newspapers, magazines, watching T.V. news, listening to radio news, discussions in class.

Resources:

Resources of books, audio-visual, etc. are generally the same as listed in Life Curriculum for teacher.

For Students:

1. The Family - case studies, and individual handouts will be used for this unit.
2. Psychology - handouts supplemented by Human Psychology Series Books:

   Development - Deanna Kuhn
   Learning - Kingston-White
   Social Interaction - Michael Toomey

3. Physiology - handouts & films supplemented by reading in:

   Essentials of Life & Health - Sleet & Estrado

4. Decision Making - individual activities from:

   Deciding - College Entrance Exam Board

AMERICAN HISTORY CURRICULUM

FOCUS PROGRAM - Reading Memorial High School

I. Purpose

The FOCUS American History Curriculum will provide small group instruction with individualized supplements to introduce and survey American History from Colonial to Modern Times. In order to adequately meet the needs of FOCUS students for such a vast survey, the FOCUS American History Program will closely follow the Mainstream Level Four American History Survey Syllabus. This coordination will provide the most efficient utilization of the wide range of resource materials and audio visual aides available at the high school, and will allow for effective team teaching by the FOCUS staff.

II. Main Goals

A. Students will engage in small group activity with individualized projects and supplements to develop an understanding and appreciation of American History and its importance and relevance to their own lives.

B. Students will participate in reading, speaking and writing assignments on a daily basis concentrating on a particular period of American History. Individual projects and specific assignments will enable each student to work independently at his own pace within the general period being studied by the class.

III. Activities

American History Activities will include:

1. Readings from texts and other primary resource materials
2. Weekly writing assignments pertaining to the period of study as well as a culminating research paper.
3. Speeches, debates, interviews and oral interpretation of literature.
4. Notebooks of collected materials.
5. Field trips to historical areas in and around Boston.
6. Films, tapes, slides and other audio-visual aides.
7. Collage and Game Activities.

IV. An initial pretest will be given to establish baseline objectives and individualized program goals and objectives for each student. Follow up quizzes, tests, papers, notebook, and oral exercises in keeping with the mainstream American History Survey Course will provide an ongoing monitoring system of student progress in the program.

FOCUS CREATIVE ARTS

Focus creative arts is designed by the Columbia staff to provide the student with success-oriented experiences. Focus attempts to reach capable students by changing the school environment instead of changing the student. In creative arts we provide the student with a relaxed, but guided environment in which to explore his or her areas of interest.

This idea is modeled from the Roseville, Minnesota project, which also was one of guided freedom. Students were encouraged to work at their own speed in an environment which appeared less hostile to the student.

Columbia mainstream classes also stress creativity, but the student is often restricted by the objectives of the class or the lesson. In creative arts we are allowing the Focus student to set short-term goals for his role in class. The instructor provides guidance in setting the goals and keeps the student moving in that direction. Projects to reach the goals of creative arts should be of a short-term nature so the student does not lose interest before success is achieved. The course also presents an opportunity for the student to investigate vocational interests as a possible project. Such investigations might provide students with goals, or it might motivate students to look at their academic future.

Plant Description

The Focus creative arts program shares its facilities with the mainstream industrial arts department. Focus is assigned to the shop during the school lunch periods from 11:00 until noon. This does present problems which will be discussed later.

The facility is a general shop with primary emphasis on woods and metals, with an adjoining room for drawing and planning. The metals portion of the shop consists of foundry, forge, welding, sheetmetal, machine tool and a truck bay for automotive work. The woods area consists of general woodworking machinery and finishing room. There is also a bench for plastics work with injection molder, rotational molder, and vacuum former. This general shop is good for diversified project work, but tends to influence students to plan project work which leans toward the big, traditional shop projects.

Since there are power machines in use in the shop, we have followed safety procedures. This requires adherence to safety rules and safety tests for operation of machines. If students present a potential safety hazard to themselves and the class, they are removed until such a time as they have learned safety.

Materials in the shop are available for resale to the student. If they are not available in the shop, the student can make an arrangement to obtain the materials through community sources.

It should be noted that the shop is not isolated from the school as is the Focus room. It is probable that creative arts will move to the Focus room for their next school year so that it becomes more consistent with the rest of the program.

This move will de-emphasize shop-type projects and place the emphasis to craft-type areas. This will also provide more appeal to girls who have not stayed as active in creative arts. It will also minimize influence from mainstream students that we have in the shop program as it now exists.

Creative Arts - cont'd

Class Operation

Students apply for creative arts and are qualified according to need by teacher review. Orientation consists of an explanation of safety procedures and rules, and student interest is assessed by a locally developed questionnaire.

The student's first project is based on the interests from the questionnaire. It should be short-term so he will not lose interest. The goal of creative arts is to provide many success experiences. Students build confidence with short projects and work toward larger, more complex projects.

Projects range from small welding sculpture to small cabinetry. Some examples of creative arts projects are jewelry boxes, automotive tune-ups, sheetmetal projects, cutting boards, spice racks, metal lathe work, wooden bowls, and organizers for the home shop.

During the beginning stages of Columbia's Focus program, creative arts provided manpower to remodel the Focus room. It was cleaned and partitions erected to form an office and lounge. They also constructed tables for the room and are now painting murals on the partitions to add color to the room.

Emphasis in the beginning was on craft projects, but the influence of shop surroundings pushed toward traditional shop projects. Hopefully, a move to the Focus room will alleviate the problem and return the emphasis toward crafts.

Evaluation has been mostly subjective looking mostly at attendance, number of work days, and projects completed. Input by the student is heavily weighed when computing grades. Attendance sheets, as shown in our samples, are used for evaluating attendance.

Since it is the newest of the Focus project curriculum areas, some problems have been encountered, but these are being worked out by the Focus staff. One is that the shop is not isolated from mainstream. Mainstream students tend to influence some Focus students to revert to their previous behavior. Family discussion helps to sort out undesirable behavior, but cannot prevent some carry-over from mainstream.

As a part-time program for each staff member, we have unique problems of encountering Focus students in two environments. At times students cannot tell the difference, so the staff must adapt. We must be extremely tactful with the Focus student in a mainstream situation, so other students will not take advantage. After the crisis is past, we discuss with the Focus student what prompted our actions and what they think about the situation with an eye toward preventing similar situations in the future.

Projects - Administration

Most projects for creative arts are creatively designed by the Focus student. They are based on his interests with guidance being supplied by the instructor as to the practicality of the project. Often the student wants the larger projects requiring great skill and it is up to the instructor to guide him to the smaller or less complex project, so he will not become frustrated and disinterested.

Creative Arts - cont'd

The project planning sheet (in the samples) helps the student to plan his project fully and to estimate the time needed to complete the project. Plan sheet II also helps him to look at the cost.

A required list of projects is also given to each student for background learning. This gives the student a choice, but also helps motivate them to try new types of projects and achieve new successes.

Appearing on the following pages are samples used by the instructor and students in the creative arts program. In addition, is a drawing of the shop area currently being used as the Focus creative arts room.

SAMPLE

Focus Creative Arts

1976-77 Course Guidelines

1. Focus creative arts demands good attendance. Two cuts from class will place a student on probation. An additional cut could require removal from class, upon recommendation from an advisory board. (teacher and student)
2. Creative arts students will observe all shop safety rules.
3. At the beginning of each class, the student will sign "in" and then at the end of class sign "out", stating what he has done during class.
4. Some materials are supplied in the shop. Any materials needed by the student that are not in the shop are to be obtained by the student.
5. Before starting any project, approval must be obtained by submitting plans for the project, a list of machines to be used, and the cost of the project.
6. Violation of any safety rule is cause for removal from class.
7. It is up to the student, to decide what projects to do, the creative arts instructor is an advisory and reference person.

I have read and understand all the above and will abide by all rules.

____
(student signature)

SAMPLE

Focus Creative Arts

Questionnaire Name ______________________________

1. What subjects do you like?

2. What do you like to do in your spare time?

3. What are your hobbies?

4. What do you plan to do after high school?

5. What do you want and expect from Focus creative arts?

SAMPLE

Focus Creative Arts

Project Contract - I

Name_______________________

Project Title:

Project Sketch:

Materials Needed:

How long will it take?

Focus Creative Arts

Student's Plan Sheet - II

Student's name ______________________ Class ____________

Name of project ____________________ Date started ____________

Date completed ____________

Estimated time ____________________ Actual time ____________

Personal efficienty: Actual time - Estimated time = ____________

Source of drawing ______________________________________

Materials Required

No. of pieces	Description and size of piece	Kind of material	Unit Cost	Extended Cost

Tools:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Order of Procedure:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Approved ____________________

SAMPLE

Focus Creative Arts Work Record for ______________________

Tasks

C	Class Activity
R	Research & Planning
P	Project Work
G	Game

Point System:

1 minute of work.	1 point
30 min. out-class plan.	10 point bonus
Project completed	10 point bonus
On-time or excused absence. . .	10 points
Unexcused tardy	5 points
Skip, unexcused absence	0 points
Games - 1/2 point per minute. .	25 point weekly maximum

Date	Day	Task	Time In	Time Out	Break	Work Points	Attend Points	Total	Daily Grade	Monitor Initials
	M									
	T									
	W									
	Th									
	F									

Bonus points __________

Weekly Total __________ Weekly Grade ______ Project(s)---

	M									
	T									
	W									
	Th									
	F									

Bonus points __________

Weekly Total __________ Weekly Grade ______ Projects (s)---

SAMPLE

FOCUS ATTENDANCE SHEET - DATE ____________________

Name	Time In	Time Out	What You Did

SAMPLE

Focus Creative Arts

At least two (2) projects must be completed each six-weeks period from two (2) areas listed below:

1. Small welding sculpture
2. Puppets (cloth, wood, string, finger)
3. Paper sculpture (cut paper designs)
4. Art designs
5. String Art (commercial or your own design)
6. Mobiles
7. Jewelry
8. Metal Art (hand formed bowls or trays)
9. Carving projects (small ornamental figures; wood or sand plaster)
10. Molds for vacuum former or injection molder
11. Sheetmetal bending project
12. Metal tapping (designs on thin sheetmetal)
13. Casting projects (reproduce existing pieces or new pattern)
14. Report on occupation of interest

JUNIOR HIGH SCHOOL CURRICULUM

CURRICULUM:

SCIENCE MATERIALS FOR FOCUS: successful or foreseen to be successful

1. Pathways In Science, chemistry, physics, and biology; Globe Book Company; 7,8,9 grade level. Good resource or classroom textbook. All three are paperback.
2. Action Biology, Allyn and Bacon Inc.; series of 7 workbooks, lab oriented materials, junior high school level.
3. Periodicals such as Current Science and Scholastic Science World are good supplements for any program.

Some programs which are lab oriented and self-pacing that you could inquire about are: (E.E.S.) Educational Science Studies program, (S.C.I.S.) Science Curriculum Improvement Study, and (A.A.A.S.) American Association for the Advancement of Science.

I don't have the addresses at the present time but would furnish them upon request. I would also suggest that teachers submit for minigrants for funding any of the above programs. It could be a big help.

MATH MATERIALS FOR FOCUS: successful or foreseen to be successful

1. Mathematics for Individual Achievement, Houghton Mifflin Co., levels 7 & 8 first year (this year), looks good so far.
2. Mathematics in Life, Scott, Foresman & Co.; level 9, excellent, also first year (this year).
3. Holt Algebra I, Holt, Rinehard, and Wilson, Inc.
4. Individual Computational Skills Program (worksheets), Houghton Mifflin Co.

Worksheets are the best thing, but it is difficult to get or make up enough worksheets to include new concepts that can be worked on in an individualized program.

ENGLISH MATERIALS FOR FOCUS: successful or foreseen to be successful

1. Scholastic Action Series, Excellent! Very low level reading books (2-5 grade). Students like these immensely, even better readers. Accompanying worksheets are not that good. I found teacher made materials worked better.

2. Individual paperback books that were most successful: The Outsiders, That Was Then, This is Now, Rumblefish, The Contender, Go Ask Alice, Durango Street, My Darling, My Hamburger. Because there were so many different levels in one class, I used the Westinghouse Individualized Program to cover grammar and writing skills. This worked well because students were able to move along as soon as they had mastered one objective. This alleviated some of the boredom and repetition that often accompanies grammar skills.

3. Scope Magazine - scholastic, students enjoy these, particularly the plays.

Vocabulary development was done mostly through the reading the student was doing. Each paperback had an accompanying vocabulary list and worksheet, as well as study guide questions, a test, and sometimes follow up activities. Most of this was teacher prepared, it requires a great deal of time and preparation, but proved more successful with my students than trying to get each student to read the same book at the same time.

B. WORK PROGRAMS

WORK EXPERIENCE

WORK EXPERIENCE

An area of emphasis in Focus is the state funded Work Experience component. Students in this course meet for one hour a day in an occupational relations seminar and discuss such topics as self-development, work problems, human relations on-the-job, and a variety of other work related subjects.

Students in this class are permitted to work in various areas such as distributive education, food services, trades and industry, office occupations, and health occupations. Each job must meet state and federal labor law requirements, and must be supervised by the teacher-coordinator. The teacher-coordinator also works with community businessmen to sell them the idea of work experience for high school students in cooperation with a basic education program.

While many students in the Focus program do not function well in a traditional school setting, many can and do function well in a work setting with vocational guidance. The role of the Focus Work Experience Coordinator is as follows:

1. To provide each student with an opportunity to have a work experience, so as to give them an accurate view of the responsibilities and realities of employment.
2. To find work stations for at least 75% of those students enrolled in the program.
3. To give instruction in those job basics that the student encounters during his period of employment, i.e., social security, tax withholding, unions, computation of wages, and human relations on the job.

4. To give instruction of a "pre-vocational" nature, such as self-evaluation, self-development, social and physical assessment, vocational guidance, and introduction to various social agencies that exist for the disaffected student (see community resource guide).
5. To act as team leader in designing individual student adjustment plans utilizing rehabilitation counselors, instructional staff, etc.
6. To maintain records as required by the State Department of Education.
7. To develop training agreements between student and employer relative to role and responsibility on the job (to be signed by parent).
8. To develop in each student the view that he/she is an active productive member of society and that he/she is capable of future growth and development towards a productive vocation.

Teacher-Coordinator Certification*

The teacher-coordinator qualifications are:

a. Four-year degree
b. One year or 2000 hours of work experience
c. Course work in philosophy of vocational education and coordination techniques
d. Annual attendance at upgrading workshop dealing with special needs students.

Funding

Monies for reimbursement of vocational staff are available in every state in the union. By Federal Law, 15% of state monies have to go for vocational education of the disadvantaged. The following is an excerpt taken from the Minnesota State Plan for Vocational Education.

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*Section 1.33-2.3, State Plan Vocational Education, Minnesota 1973.

Percentage allocation of federal vocational funds provided by the law are:

1. Vocational education for disadvantaged persons shall be at least 15 percent of the total allotment for any fiscal year appropriated under section 102(a) of the Act or 25 percent of the allotment in excess of the base allotment, whichever is greater.
2. Post-secondary vocational education shall be at least 15 percent of the total allotment for any fiscal year appropriated under section 102(a) of the Act or 25 percent of that portion of the state's allotment in excess of its base allotment, whichever is greater.
3. Vocational education for handicapped persons shall be at least 10 percent of the total of the allotment for any fiscal year of funds appropriated under section 102(a) of the Act.

Base allotment means the sum of the allotments to Minnesota for fiscal year 1969 allocated under the various vocational acts.

Percentage requirements in 1. and 2. may be waived upon request of the State Board and concurrence of the Commissioner upon his finding that the requirements impose a hardship or are impractical in their application to this state.

Funds allocated under 3. must be used for vocational education of handicapped persons and use of these funds cannot be waived.

3.12 Identification of Disadvantaged Persons

In order to be classed as disadvantaged and a program be eligible for the 15 percent set-aside funds, an individual must be identified in one or more places on the following grid.

143. The disadvantaged characteristic along the left side shall have caused an individual to be affected in one or more remediable conditions across the top.

CAUSE-CHARACTERISTICS	REMEDIABLE EFFECTS OF DISADVANTAGEMENT							
	ACADEMIC				SOCIOECONOMIC			
	SPEAK/COMPREHEND 1.1	READ/WRITE 1.2	COMPUTATION 1.3	GENERAL 1.4	HOSTILE 2.1	PASSIVE 2.2	ECONOMIC 3.0	OTHER (specify) 4.0
A NON-ENGLISH LANQUAGE BACKGROUND								
A1 Spanish								
A2 American Indian								
A3 Eskimo								
A4 French								
A5 Other (specify)								
B LOW-INCOME FAMILY								
B1 On Welfare								
B2 Not on Welfare								
C DROPOUTS								
C1 Actual								
C2 Potential								
D MIGRANT WORKER FAMILY								
E DEPENDENT/NEGLECTED/DELINQUENT YOUTH								
E1 Dependent/Neglected								
E2 Delinquent								
F RACIAL/ETHNIC GROUP								
F1 Negro/Black								
F2 American Indian								
F3 Spanish Surnamed								
F4 Other (specify)								
G ADULTS								
G1 Illiterates								
G2 Unemployed/Underemployed								
G3 Offenders								
H GEOGRAPHIC-TRANSPORTATION ISOLATED								
H1 Rural Isolation								
H2 Urban Isolation								
I OTHERS (specify)								

3.13 Identification of Handicapped Persons

The State Board and the local education agencies will identify as handicapped those persons who satisfy the definition in Rules and Regulations 102.51(i). The procedure for identification of handicapped persons is based on the determination of two factors:

1. The general indicators that identify characteristics of special population groups as being different from the general population and their incidence in the general population.
2. The relationship of these general indicators to educational need. More specifically, the extent to which the general indicators make it necessary for a person to receive special vocational education services.

In addition, the indicators that describe special population groups are as follows:

5. Seriously emotionally disturbed
    a) Learning disabled
       Definition of the United States Office of Education
       Bureau of Education for the Handicapped, 1969.
    b) Seriously emotionally disturbed
       Definition of the United States Office of Education
       Bureau of Education for the Handicapped, 1969.
    c) Socially maladjusted
       Juvenile offenders, incarcerated delinquents and felons or those persons who show other forms of social deviance.

Further information can be gained by writing to:

Mr. Robert P. Van Tries
Assistant Commissioner
Vocational-Technical Education Division
5th Floor Capitol Square Building
St. Paul, Minnesota 55101

or

Colleen B. Kish
Vocational-Technical Certification
State Department of Education
543 Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101
(612-296-3387)

or

Hal Birkland
Coordinator of Special Needs
Vocational-Technical Education
Capitol Square Building
St. Paul, Minnesota 55101

Results

Work experience has proved to be a valuable component of the Focus program. A December 1973 report of the National Association of Secondary School Principals also confirmed our evaluation data on the effectiveness of work experience programs. "Dropout prevention programs appear to be successful when viewed in terms of their limited objective of keeping students in school by providing them with financial assistance."[1] "Satisfaction with school increased to a significantly greater degree among students participating in the work education program than among those working but not involved with the program."[2]

We believe that our findings in the Focus program and the data available on the subject show that Work Experience is a very viable option for the reduction of alienation among today's youth and is an essential component of the Focus Model.

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[1] "School-Supervised Work Education Programs" December 1973, Publication of the National Association of Secondary School Principals, Washington, D.C.

[2] Op cit.

CAREER EDUCATION/VOCATIONAL EDUCATION

SUPPLIER	MATERIAL	COST	DESCRIPTION
Webster Division McGraw Hill Manchester Road Manchester, Missouri 63011	The World of Work Reader and Activity Book		Useful in parts--written on 5th grade level
U.S. Department of Commerce	Occupational Outlook Handbook	6.75	Future occupational outlook--necessary reference
Market Data Retrieval 800 Boston Post Road Westport, Conn. 06880	The Guide to Vocational Education in America; Trends to 1978 (Jonathan Hoffman)	49.95	Computer predictions by vocational area and geographical location.
Johnson Publishing Co. 428 S. Wilbur Mesa, Arizona 85202	Occupational Profiles Kit Meet the Occupational Profiles Kit	25.25 25.25	File of job competencies, personal traits needed for different jobs.
Channing Bete Co. Inc. 45 Federal Street Greenfield, Mass. 01301	About Getting A Job	1.00	Workbook
Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632	Scope/Visuals 16: Career Crosswords Scope/Visuals 13: Getting Applications Right	11.50 6.95	

PSYCHOLOGY

SUPPLIER	MATERIAL	COST	DESCRIPTION
McLeod CRM Books Del Mar, California	Understanding Psychology	7.85	

Career Education

1977 - 1978

FORMAT: The course will be divided into two major units:
(1) An investigation into the World of Work
(2) Self-Exploration as it Relates to Career Choice
These units will contain the following sub-sections: (in order of presentation)

THE WORLD OF WORK

1. FINDING A JOB:

Goal: to aid students in developing the skills necessary to find a job.

a. Job hunting techniques
b. Resume writing, cover letter, forms
c. Interviewing techniques

2. ON THE JOB

Goal: to develop an understanding of the interpersonal and work skills necessary for achieving work goals

a. Words from the workplace
b. Human relations with fellow employees
c. Human relations with employers
d. Job satisfaction
e. Job success
f. Job security

3. WORK ISSUES

Goals: to encourage an evaluation of ethical and political considerations of the work world: to examine the changing world of work

a. Women and work
b. Minorities and work
c. The future of work
d. The work ethic

4. JOB EXPLORATION

Goal: to assist students in acquiring occupational information that is relevant to personal characteristics and career goals.

a. Job clusters and career biographies
b. work conditions, job preparations, opportunities (as they relate to various clusters and occupations)
c. career investigation

5. LIFE PREPARATION

Goal: to develop the practical skills that they will require as "working people"

a. Consumerism
b. Money management

SELF EXPLORATION

1. WHO AM I?

Goal: to foster self-awareness as it relates to career choice; to provide students with tools for self-assessment.

a. Motivation
b. Talent "Raw Material"
c. Potential
d. Self-concept

2. PERSONAL GOALS

Goal: to encourage students to identify their work, educational, and lifestyle goals.

a. Fantasies
b. Success
c. Occupational Goals
d. Lifestyle goals

3. INTERESTS

Goal: to identify students areas of interest, and how this relates to career and lifestyle choices

a. Areas of interest
b. Interest inventories, building interests
c. Matching interests with occupations

4. ABILITIES

Goal: to recognize and determine how students aptitudes and abilities can be utilized and maximized in making career choices, and in the job market.

a. Assessment
b. Relation to Career Choice

5. STRENGTHS, WEAKNESSES

Goal: to provide a forum where students may realistically assess their strengths and weaknesses.

a. Assessment
b. Relation to career choice

6. VALUES CLARIFICATION

Goal: to encourage an awareness of personal values; to utilize this awareness in making career choices.

a. Socialiazation - value shapers
b. Significant others - role models
c. Values assessment
d. Values as they relate to career choice.

7. DECISION-MAKING

Goal: to teach the process of decision-making, to teach its application in making career choices

a. Steps in decision-making process
b. Psychological components
c. Conflict resolution
d. Self-management

The remainder of the course will be devoted to ensuring that students have developed an understanding of the course content; they will be required to research their own career preference extensively, develop a course of action and means of implementing their occupational plans, and an evaluation of their growth and change concerning career awareness.

LEARNING ACTIVITIES

No specific textbook will be used; the following resources will be provided:

(1) Handouts (written and exercises) - the main course, they will cover every area listed above.
(2) Relevant books and magazines
(3) Career education library in guidance area
(4) Audio visual materials

The students will partake in a variety of learning activities; discussion groups about their ongoing experiences in their places of work, visits to different work sites, researching and investigating work situations and fields, contact with guest speakers representing various occupational fields, independent projects, class presentations, structured exercises. Some interest and vocational testing will be done as well.

THE FOLLOWING POINT TOTALS CAN BE ACCUMULATED FOR CERTAIN EXPECTED ACTIONS:

1 Point - Promptness. The student is expected to be in the room when the bell rings. If he/she is not he/she must have a late pass or acceptable excuse, or forfeit the point for that particular day.

1 Point - Preparedness. The student is expected to have whatever materials are needed for class - these include books, pencils or pens, notebooks, etc. If he/she does not have any of these he/she forfeits the point for that day.

3 Points - (potential)- Work.

3 points - the student earns, or is awarded three points if he/she has worked almost the entire period, and not much more could be expected of him or her.

2 points - the student earns, or is awarded two points if he/she has worked for about half the period, but definitely could have done more. (two points may also be awarded or earned if the student works the entire period in another subject than the one he/she has at the time.)

1 Point - the student earns or is awarded one point if he/she makes a beginning attempt at working, gets something done, but there is no continued working and very little is done. (one point may also be earned or awarded if the student works in another subject other than the one he/she has at the time, for a considerable amount of time.).

0 Points - the student will obviously earn or be awarded no points if he/she does no work. This would be the result of sleeping - this may be combined with the point for attitude.

1 Point - Attitude. The student earns or is awarded one point for proper behavior in the class and ability to work comfortably with the others in the class. The student forfeits the point if he/she annoys others, disturbs the class with verbal comments or clown activity, uses foul language deliberately or repeatedly or breaks classroom rules established by the individual teacher and/or students, or any other action which reflect a poor attitude.

For each day a maximum of six points can be earned - since there will be "twenty-school-day" periods between activities for which points are being earned the maximum number of points would be 120.
A minimum of 100 will be needed to qualify for the trip or activity assigned or chosen for that time.
100 points must be earned in each class.
Absence from school means no points that day.
To discourage any student from earning a very low number of points once he/she realizes he/she cannot earn the minimum, the number of points below 10 will be added on to the minimum for the next month, or twenty-school-day period.

SPOKANE PUBLIC SCHOOLS

VOCATIONAL EXPERIENCE RECORD

Student Name ____________________ Date ____________

Vocational Resource Person ____________________

Address ____________________

Work Experience ____________ Work Observation ____________ Hours of Experience ________

Nature of Vocational Experience ____________________

Performance Skills:

		Low 1	2	3	4	High 5
1. Reliability	1.					
2. Productiveness	2.					
3. Attitude	3.					
4. Respect for Others	4.					
5. Dressed Appropriately	5.					
6. Punctual	6.					
7. Functional with Little Supervision	7.					

Other Comments ____________________

Signature ____________________

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